REPORT RESUMES

ED 011 449 JC 660 248

CRITICAL PROBLEMS AND NEEDS OF CALIFORNIA JUNIOR COLLEGES.
BY- PETERSON, BASIL H. AND OTHERS
CALIFORNIA JUNIOR COLL. ASSN., MODESTO
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
FOOTHILL COLL., LOS ALTOS, CALIF.
PUB DATE JUN 65
EDRS PRICE MF-$0.18 HC-$2.92 73P.

DESCRIPTORS- *JUNIOR COLLEGES, *PROGRAM EVALUATION, *PROGRAM COORDINATION, *EDUCATIONAL RESEARCH, *RESEARCH PROJECTS, REGIONAL PROGRAMS, REGIONAL COOPERATION, RESOURCES, FINANCIAL SUPPORT, MODESTO, SACRAMENTO, LOS ALTOS

THROUGH A PROCEDURE INVOLVING RESPONSES FROM 85 PERCENT OF THE STATE JUNIOR COLLEGES AND WEIGHTED RANK ORDERING OF ITEMS BY MEMBERS OF THE CALIFORNIA JUNIOR COLLEGE ASSOCIATION COMMITTEE'S ADVISORY AND STEERING SUBCOMMITTEES, 26 OF THE MOST CRITICAL NEEDS AND PROBLEMS ARE IDENTIFIED AND RANKED. THE FIRST FIVE ITEMS ARE CONCERN FOR EFFECTIVENESS AND IMPROVEMENT OF INSTRUCTION, PROMOTION AND DISSEMINATION OF JUNIOR COLLEGE RESEARCH AND DEVELOPMENT, IMPROVEMENT IN DROPOUT EVALUATION PROCEDURES AND TECHNIQUES, EVALUATION OF INSTRUCTIONAL OFFERINGS, AND DEVELOPMENT OF A SOUND AND ADEQUATE PATTERN FOR FINANCING THE PUBLIC JUNIOR COLLEGES OF CALIFORNIA. RESOURCES FOR ASSISTING IN PROPOSALS AND SOLUTIONS ARE DEFINED AND A SUMMARY OF CONTACTS IS INCLUDED. POSSIBLE SOURCES OF RESEARCH AND DEVELOPMENT FUNDS ARE SIMILARLY DEFINED AND CONTACT RESULTS SUMMARIZED. THE LEADERSHIP ROLE OF THE CALIFORNIA JUNIOR COLLEGE ASSOCIATION IS EXPLORED, AND EXPANSION OF ITS ROLE IS SUGGESTED IN SEVERAL AREAS TO PROMOTE COORDINATION OF ACTIVITIES. (AL)

ERIC

CRITICAL PROBLEMS and NEEDS of CALIFORNIA JUNIOR COLLEGES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

AN EXPLORATORY RESEARCH AND PLANNING STUDY

Sponsored by
Committee on Institutional Research,
California Junior College Association
In Cooperation with
California State Department of Education
June, 1965

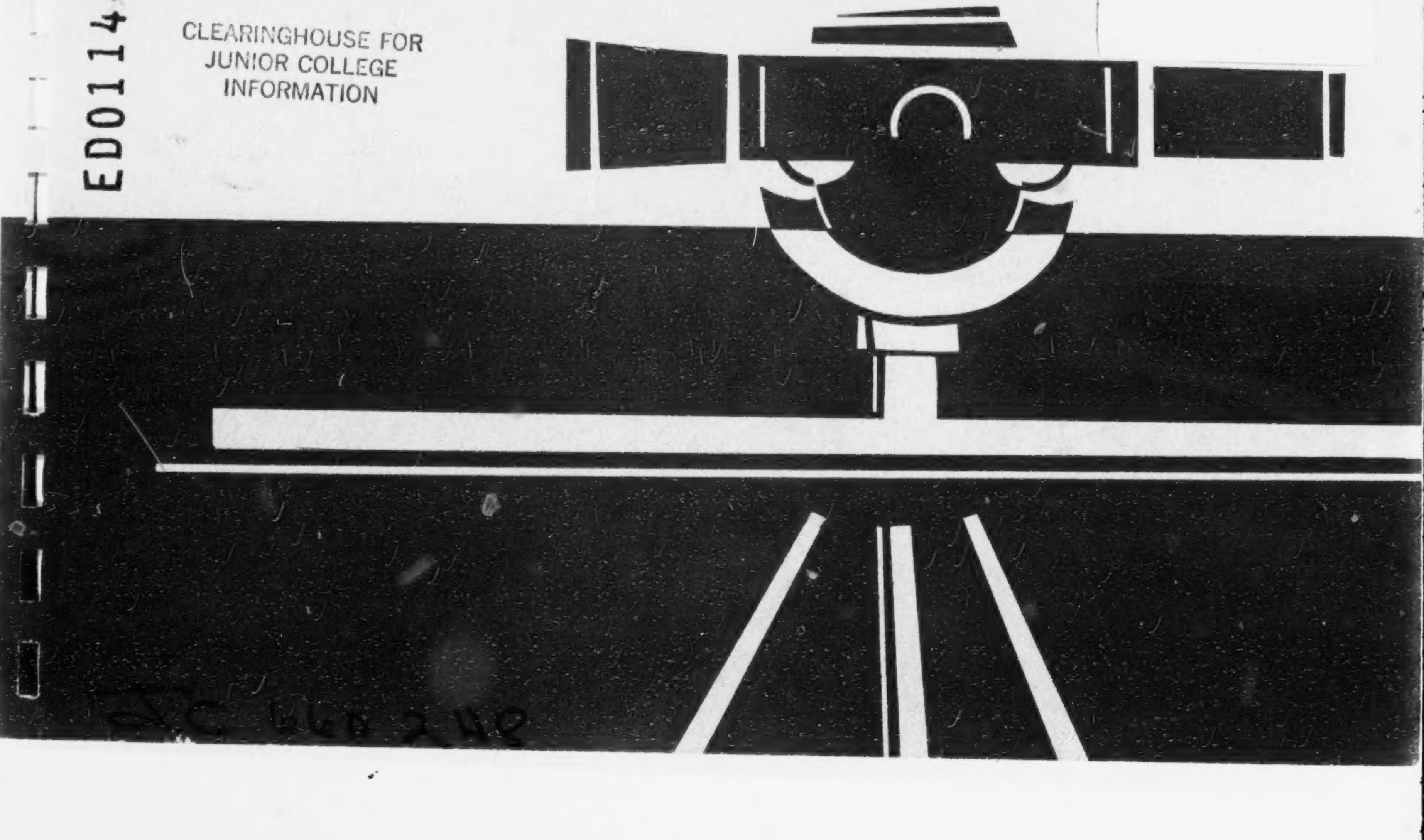
Director of Study, Basil H. Peterson
Chairman of Committee, A. Robert DeHart
Contractor for Study, Foothill College

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 18 1966

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

ED011449



JC 660 240

CRITICAL PROBLEMS and NEEDS of CALIFORNIA JUNIOR COLLEGES

AN EXPLORATORY RESEARCH AND PLANNING STUDY

Sponsored by
Committee on Institutional Research,
California Junior College Association
In Cooperation with
California State Department of Education
June, 1965

Director of Study, Basil H. Peterson
Chairman of Committee, A. Robert DeHart
Contractor for Study, Foothill College

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

JC 660 248

CRITICAL PROBLEMS AND NEEDS
OF
CALIFORNIA JUNIOR COLLEGES

An Exploratory and Planning Study

A cooperative study under the guidance of the California Junior College Association (CJCA) Committee on Institutional Research and a representative Advisory Committee. The project was financed from federal funds allocated by the California State Department of Education.

Advisory Committee

*,# A. Robert DeHart, Chairman
Chairman, CJCA Committee on Institutional Research
Director, Institutional Research and Planning, Foothill College
Basil H. Peterson, Director of the Study
President Emeritus, Orange Coast College
Garlyn A. Basham, President, Taft College
Paul Chiles, CJCA Board of Directors; Faculty Member, Shasta College
Walter T. Coultas, Immediate Past-President, CJCA; Assistant Superintendent, Division of College and Adult Education, Los Angeles City Junior College District
Gerald D. Cresci, Consultant, Bureau of Junior College Education, State Department of Education
Elizabeth Deedy, President, Junior College Section, California School Boards Association; Member, Board of Trustees, Marin Junior College District
Ronald Eberhardt, CJCA Board of Directors; Faculty Member, Merritt College
*,# George Ebey, Director of Institutional Research, College of San Mateo
Stephen E. Epler, Chairman CJCA Committee on Finance and Legislation; President, College of Marin
Calvin C. Flint Chairman CJCA Committee on Accreditation; President and District Superintendent, Foothill Junior College District
Jerry Girdner, Chairman, CJCA Committee on Guidance and Student Personnel; Assistant Superintendent, West Valley Junior College District
* Benjamin K. Gold, Counselor, Los Angeles City College
John A. Grasham, Chairman, CJCA Committee on Curriculum and Instruction; Dean of Instruction, Los Angeles Harbor College
B. Lamar Johnson, Director, UCLA Junior College Leadership Program; Professor of Education
Donald W. Johnson, Consultant, Bureau of N.D.E.A. Administration, State Department of Education
Worth Keene, CJCA Representative, California School Boards Association; Member, Board of Trustees, Orange Coast College
John Lombardi, Chairman, CJCA Committee on Articulation; President, Los Angeles City College
Lewis B. Mayhew, Director, Junior College Leadership Training Program, Stanford University; Director, Community College Planning Center; Professor of Education
Leland Medsker, Vice Chairman, Center for the Study of Higher Education, University of California; Professor of Education
* Audrey Menefee, Assistant to the President, American River Junior College

William A. Nielsen, Member, CJCA Board of Directors; Faculty Member, Bakersfield College
Harvey B. Rhodes, Chairman, CJCA Committee on Continuing Education; Dean, Division of Adult Education, Modesto Junior College
Edward Simonsen, Vice President and President-elect, CJCA; President, Bakersfield College
Wesley P. Smith, State Director of Vocational Education, State Department of Education
*H. Lee Swanson, Coordinator of Research and Placement, El Camino College
Robert E. Swenson, President, CJCA; President and District Superintendent, Cabrillo Joint Junior College District
# Henry T. Tyler, Executive Secretary, CJCA
Stuart White, Junior College Representative, Coordinating Council on Higher Education; Superintendent, State Center Junior College District
* Leslie Wilbur, President, Barstow College

* Member, CJCA Committee on Institutional Research
# Member, Steering Committee

Acknowledgments

Many persons contributed time, advice, and effort in making this study possible. Particular appreciation and acknowledgment are made to the following:

Donald C. Bridgman, Dean of Evening Division, San Luis Obispo County Junior College, who edited the report and made valuable suggestions.
Robert F. Krieger, Chairman, Division of Fine and Applied Arts, Orange Coast College, who designed cover and art sketches.
Henry T. Tyler, Executive Secretary, CJCA, who submitted reports on "The Foundation and the Junior College" and on contacts with officials of the United States Office of Education.
Representatives of universities and research centers who gave graciously of their time and advice.
Representatives of the California State Department of Education who gave their valuable assistance.
Members of the Advisory Committee whose judgment and direction were essential.
Members of the Steering Committee (A. Robert DeHart, George Ebey and Henry T. Tyler) who devoted much time and shared in making final decisions.
Mrs. Thelma Harwood and Miss Carol Westphal who performed most efficiently the necessary secretarial services.

Basil H. Peterson

TABLE OF CONTENTS

Page

Chapter I Definition of the Study

Introduction 1
- The Role of the Junior College 1
- Growth and Evolution 2
- Problems and Needs 3
- A Cooperative Project 3

Purpose of Study 4

Specific Objectives 4

Some Definitions 5

Chapter II Methods and Procedures

Identifying Critical Problems and Needs 6
- Participation of Colleges 6
- Response of Colleges (Table 1) 6

Determination of Most Pressing Problems and Needs 6

Ways and Means for Finding Solutions 7
- Leadership from California Institutions 7
- Sources of Funds 8

Role of California Junior College Association in Research and Development 8

Chapter III Findings

Proposed Critical Problems and Needs of California Junior Colleges 9
- Table 2 - Evaluation of Sample List of Critical Problems and Needs 9
- Table 3 - Critical Problems and Needs Proposed by California Junior Colleges 10

Most Pressing Critical Problems and Needs 16
- Table 4 - Forty-five Most Pressing Problems and Needs 17
- Table 5 - Ranking of Most Pressing Problems and Needs by Advisory Committee 20
- Table 6 - Revised Ranking of Critical Problems and Needs Based on Analyzing and Combining Rankings of Advisory Committee 22

Definition (in some detail) of Most Pressing Problems and Needs 26
- Table 7 – Definition of Critical Problems and Needs of California Junior Colleges 26
- Implications Relative to Top Ranking Problems and Needs 36

Organizations in California Interested in Helping to Find Solutions. **36**
- **University of California at Los Angeles** **36**
- **University of Southern California** **37**
- **Claremont Graduate School** **38**
- **Stanford University** **38**
- **Stanford Research Institute** **39**
- **University of California, Berkeley** **39**
- **Field Service Center, University of California, Berkeley** **40**
- **California Teachers Association** **41**
- **California Association of School Administrators** **41**
- **California Association of Secondary School Administrators** **41**

Possible Sources of Research and Development Funds 42
- Report on Visits to Educational Foundations by Donald W. Johnson 42
- Report on Workshop on "The Foundation and the Junior College" 43
- Written Communication with Selected Foundations 44
- Digest of Visit with U.S. Office of Education Officials 45
- Personal Visit with Officials of California State Department of Education 46

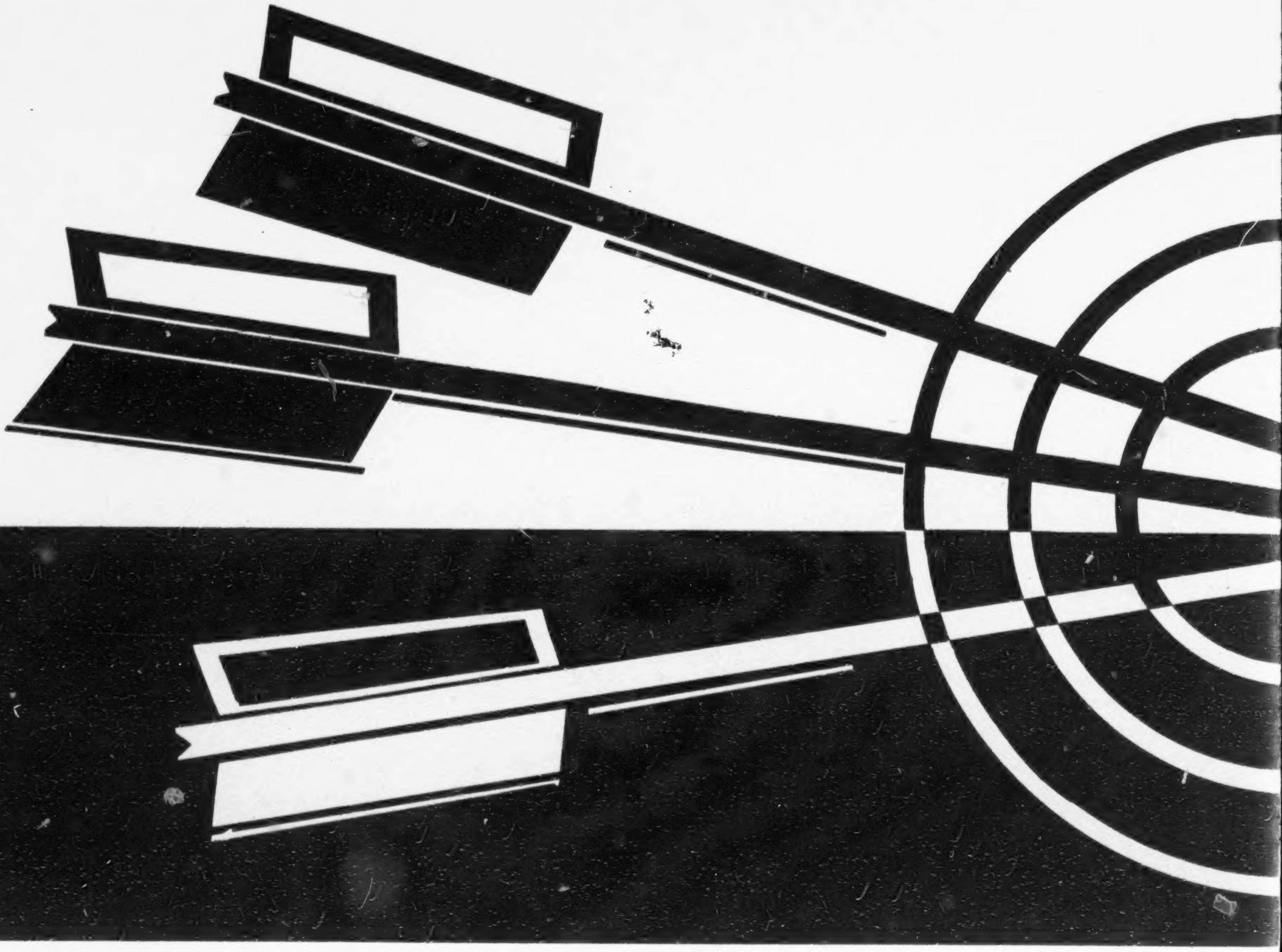
Role of California Junior College Association in Research and Development 48
- Table 9 - Advice of Representative Committee on Role of CJCA in Research and Development (Based on 89 per cent response) 48

Chapter IV Recommendations 51

Appendix 58

Chapter I

DEFINITION ● OF THE STUDY



CHAPTER I - DEFINITION OF THE STUDY

Introduction

Role of the Junior College

The present role of the public junior college in California is defined by the following statement adopted by the Board of Directors of the California Junior College Association, April 11, 1965:

> Origin: The public junior college in California had its origin in 1907 as a part of the local secondary school system of the State. It was authorized by the State Legislature as an extension of the high school, operated by high school districts to offer the first two years of a four-year college program.
>
> During the ensuing years, as the junior college expanded in numbers and scope of responsibility, it has evolved into its present position of a unique, multi-purpose community college providing a variety of educational services for those beyond high school age. Today the junior college carries a major share of the lower division training of California students seeking a bachelor's degree or beyond--a function identified by the State as a key part of its system of higher education. Unlike its sister institutions of higher education, it also provides broad-based programs of vocational and technical training to thousands of high school graduates and older non-graduates within its community.
>
> Status: The status of the junior college is a logical result of its dramatic growth and evolution. It has reached the point where it is clearly higher education, with only vestigial remains of its secondary legacy. The high school and the junior college share the common task of serving the local community. There, however, their similarity ends. Circumstances have shaped them into different types of organizations, each having its own mission and its own way of accomplishing the general task of public education.
>
> Function: The mission of the public junior college in California may logically be divided into four major categories: (1) providing lower division collegiate transfer education; (2) providing other post high school education, both credit and non-credit, to meet educational, technical, and vocational needs of individual communities; (3) providing guidance services to direct students into those areas of education in which they can succeed and which will prepare them as productive citizens in their communities; and (4) providing a flexible program of educational, cultural, and recreational services above and beyond regularly scheduled day and evening classes, tailored to meet the needs of the community.
>
> In the lower division transfer function, the junior colleges offer courses parallel to those offered at the freshman and sophomore levels of the four-year colleges and universities.

In carrying out their second major function, the junior colleges differ greatly from one another as each meets the varying post high school needs of its respective community or service area. It is this characteristic which makes them unique in higher education. The junior colleges cooperate with business, labor, industry, and government in meeting training needs as identified by the various segments of the community. The junior colleges provide a wide variety of credit and non-credit courses for adults desiring personal growth and improvement, either for increased employment proficiency or for better use of leisure hours. They provide the most logical situation in which to offer the growing number of retraining programs for workers displaced by automation in business and industry.

Operating within the area of their third major function, the junior colleges provide opportunities for their students to discover wherein they can best achieve. Testing services, counseling specialists, directed activities programs, and an instructional staff specializing in the teaching of college greshman and sophomore level transfer, technical, and vocational courses afford the best means for assuring the post high school student that he will find his own place in society.

In carrying out their fourth function, the junior colleges cooperate closely with other community agencies, and serve as cultural and recreational centers for the area they serve.

Open-Door: The junior college is an "open-door" institution in the sense that it offers to all high school graduates and to other students over eighteen years of age, the opportunity to improve their educational background. The "open-door" policy carries with it the responsibility of offering programs that meet the diverse educational needs of the junior college student population. The junior college is democratic because it minimizes the cost of education by offering tuition-free courses and by making it practical for students to live at home, thus encouraging the education of all groups in the community regardless of economic status. In this respect, it serves society as well as the individual student, salvaging skills and sharpening talents which society cannot afford to lose.

The California junior college has experienced more than half a century of explosive growth and increasing effectiveness in preparing lower division students for transfer to upper division work and in providing trained personnel of all adult ages for local, state, and national work forces. The junior college is no longer an experiment. It has come of age. It has a clear mission of its own and a sure knowledge of how to accomplish it. It is an institution of higher education performing an essential role in a complex and expanding State.

Growth and Evolution

The growth and evolution of California junior colleges has been nothing less than phenomenal. They have grown markedly both in number of colleges and in enrollments. On July 1, 1965, a total of 65 public districts will be operating

77 colleges. Approximately 70 per cent of all the full-time students enrolled in the first two years (grades 13 and 14) of all public and private colleges and universities in the State are attending junior colleges.[1] Although still a part of the public school system in California, the junior college has evolved rapidly as a major partner in the diversified system of higher education.

Dr. Henry T. Tyler, Executive Secretary, California Junior College Association, wrote:[2]

"From the foregoing, it may be judged that the junior college situation in California, is, to say the least, a dynamic one. With the junior colleges enrolling half a million full and part-time students this fall (September, 1964), in both graded and ungraded classes, with an annual growth rate of between ten and twenty per cent, with a goal of attracting annually hundreds of instructors who love to teach and who believe in the open-door to higher education opportunity, it is small wonder that those who know this field best call it the most exciting element in education today."

Problems and Needs

Accompanying this remarkable growth and evolution of a major segment of higher education in California have been the emergence of many problems and needs of individual colleges and of the entire state system.

The California Junior College Association (CJCA) originally formed by junior college presidents to provide a means of considering their mutual problems has become an organization of major statewide significance. It is no longer a closely knit organization of chief administrators, but has expanded to include teaching faculty, governing boards and assistant administrators. Its position of leadership in junior college education justifies sponsoring this study.

A Cooperative Project

Up until the present time there has been no organized research program in existence whose primary concern has been the California junior colleges. Graduate students of the major universities individually have completed research projects in the field. The State Association recently established a Committee on Institutional Research. The University of California at Los Angeles, through its Junior College Leadership Program sponsored a conference on institutional research in the junior college in 1961.[3] These activities have stimulated interest in research in a number of junior colleges and have resulted in the appointment of research officers. Thus, institutional research is moving ahead with impetus provided for occasional regional conferences through the Junior College Leadership Program.

In addition to the above described activity, the CJCA Committee on Institutional Research, the Board of Directors of the State Association and the State

---

1. Facts obtained from California State Department of Education.
2. "Full Partners in California's Higher Education," Junior College Journal. (March, 1965). 7.
3. Occasional Report Number 3, Report of Conference on Institutional Research sponsored by UCLA and Commission for Accrediting Junior Colleges. (July, 1961) (Report Published June, 1962).

Department of Education recognize the need for a major research effort to attack the most pressing and critical problems and needs confronting California junior colleges.

Through cooperative action, an application was made to and approved by the State Department of Education for a National Defense Education Act grant to make an exploratory research and planning study. Providing direction to the study is an Advisory Committee[4] consisting of representatives from the California Junior College Association, the State Department of Education, and several major California universities. The study is administered by the Committee on Institutional Research of CJCA. Foothill Junior College District is the contracting agency.

Purpose of the Study
(Definition of the Problem)

It is the purpose of this study to identify the most pressing problems and needs confronting California junior colleges now and in the near future, and to propose ways and means by which solutions may be found through a program of research and development.

This project represents the first step in a program of research and development involving three phases. Phase two will be the preparation of applications for financial support to solve critical problems and needs. The third phase will be performing research to provide the needed answers.

Specific Objectives

The specific objectives or goals of this study include the following:

1. To identify present and probable future critical problems and needs of California junior colleges, particularly but not limited to those related to improvement of instruction, counseling and guidance of students, and vocational education.

2. To determine those problems and needs which are most pressing and for which effective solutions might be found through research and development.

3. To determine ways and means by which solutions may be found for the most pressing problems and needs.
    a) To identify the organizations and institutions in California that might assume leadership in these research and development activities.
    b) To determine possible sources of funds to support research and development projects.

4. To describe the role of the CJCA in stimulating research and development activities, including the extent to which the Association might participate in conducting needed research and development.

---

[4] See names listed at beginning of this report.

Some Definitions

In order to promote common understanding, certain terms are defined herewith:

Academic Program - Educational courses or curricula in fields of instruction other than vocational or occupational.

Academic Senate or Faculty Council - Organization of certificated staff members who teach full time where primary function is, as the representative of the faculty to make recommendations to the administration and governing board of a school district with respect to academic and professional matters.

Accreditation - Visitation, evaluation and approval extended junior colleges which meet standards of Western Association of Schools and Colleges.

Adult Education - Broadly speaking, the program of education designed for students employed full-time and attending college part-time.

Articulation - Close working relations and cooperation between two segments of the education system: ie. junior colleges and four-year colleges or junior colleges and high schools which results in students transferring from one segment to the other with minimum difficulty.

Counseling and Guidance - Program designed to help student discover his personal characteristics; activities to assist student in assessing potential, discovering strengths and weaknesses, and pursuing program of education in line with capabilities.

Culturally Disadvantaged Students - Those students whose educational, social, and economic backgrounds are below average.

Current Cost of Education - Operational cost of program as distinguished from capital costs, which include buildings and equipment costs.

Curricula or Curriculums - Various total programs of instruction in academic or in occupational fields composed of a pattern of courses leading to graduation or a certificate of completion in a specific field.

Development - Evolvement, process of growth, improvement and advancement of total program.

Drop-outs - Students who terminate continuous enrollment in college prior to graduation or receipt of certificate of completion.

Governance - System, authority, responsibilities, and relation of various bodies exercising control over junior colleges (state, county, and local agencies).

In-Service Education - Programs, procedures, techniques, methods, and activities used by a college to assist the instructors to improve their teaching effectiveness.

Institutional Research - Research carried on within an institution (college) and which leads to action or to recognition that no action is needed; practical or applied research.

Motivating Students - Techniques, procedures, methods, and activities designed to improve the performance of students.

Professional Education - Courses of instruction designed to prepare instructors in area of "how to teach" as contrasted to academic preparation designed to qualify them for "what to teach."

Research - Purposeful, objective, scientific, prolonged searching for truth.

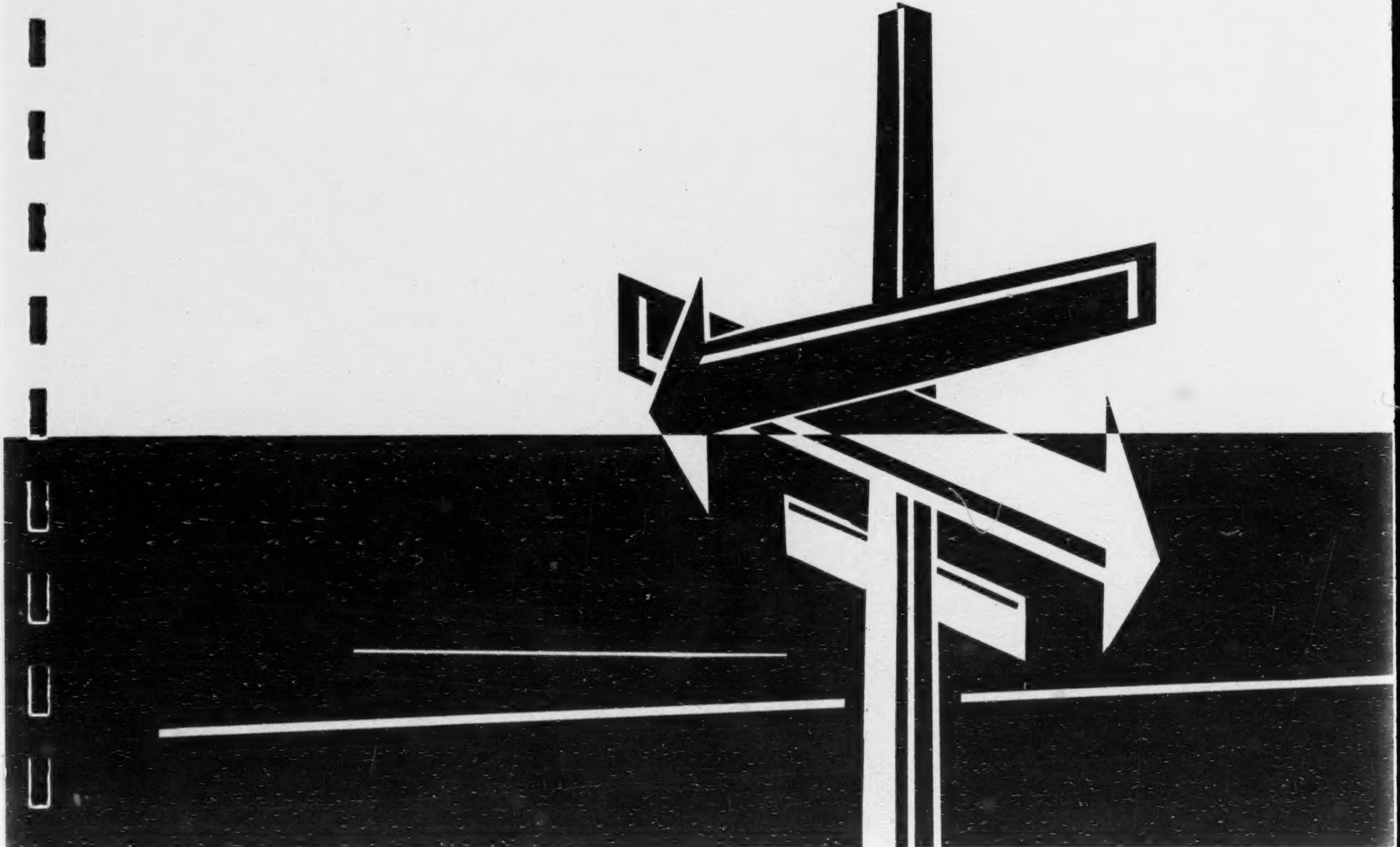
Scholastic Standards - Scholastic achievement (grade averages) required for graduation, for authorization to continue college in good standing or to continue on probation.

Transfer Program - Institutional program designed to qualify students to enter four-year or senior colleges. (Lower-division program is same as transfer program.)

Vocational Education - Education designed to qualify students for employment, education for occupational competence; includes occupational education in business, applied arts, and technical fields.

Chapter II

METHODS ● and PROCEDURES



CHAPTER II - METHODS AND PROCEDURES

Identifying Critical Problems and Needs

Participation of Colleges

The 77 public junior colleges of California were invited to participate in identifying problems and needs which are critical or will become critical in the near future. A communication was sent to the president of each college. It was suggested that the reply be representative of the college and include participation by the Faculty Council, Division or Department Chairmen, Trustees, Dean of Instruction, and Dean of Research.

In order to stimulate thinking, a representative sample list of 12 problems and needs was sent with the request. Each respondent was asked to cross out the problems or needs on the sample list not deemed important, and was asked to submit an additional list of problems or needs deemed to be critical in four categories:

1. In area of instruction.
2. In area of counseling and guidance.
3. In area of vocational education (including business, technical, and applied arts fields).
4. In other areas or fields.

Response of Colleges

The response of the colleges in proposing critical problems and needs of California junior colleges is shown in Table 1.

TABLE 1 - Responses of Colleges in Proposing Problems and Needs

Responses

No. of Junior Colleges - 77
No. Replies Received - 65
Per cent of Colleges Participating - 85

Different Problems and Needs Proposed:

Area	No.
Sample List	12
Instruction	42
Counseling-Guidance	35
Vocational Education	29
Other Areas	56
Total Critical Problems and Needs:	174

Determination of Most Pressing Problems or Needs

The most pressing problems or needs of California junior colleges were identified by the following steps:

1. The 174 different problems and needs proposed by the colleges were analyzed by the Director of the Study and those related were combined. (See Tables 2,3)
2. A list of the 27 most critical of the problems and needs accompanied by six alternates was prepared by the Director of the Study for consideration by

the Advisory Committee (See Table 4). This list includes those most frequently proposed issues and those on the sample list deemed to be important by 86 per cent or more of participating colleges.

3. At a meeting of the Advisory Committee on May 21, 1965, the total list of 174 problems and the selected list of 27 with 6 alternates were presented for consideration. The Committee was asked to discuss the importance of the various problems, and to suggest additions to or deletions from the list of the 27 most critical issues. After considerable discussion, the Committee decided on a list of 45 to be evaluated by them. (See Table 4)

4. The members of the Advisory Committee, serving as a representative jury, ranked in order of importance the ten problems or needs of California junior colleges which each member deemed most significant.

5. The relative importance of the 45 issues was determined by calculating the mean rank of rankings obtained employing two different methods. (See Table 5)

- Mathematical weighting - assigning ten to each issue ranked first, nine to each issue ranked second, etc.
- Number of times issue was included among ten most important problems or needs.

6. Table 5 showing the composite ranking of the 45 critical issues was further analyzed and those problems and needs were combined into larger related issues. This procedure resulted in reducing the number of problems and needs from 45 to 26. A new ranking of these 26 issues in order of importance was made by mathematical procedures.

7. Each member of the Advisory Committee was sent the results of the ranking procedures and the list of 26 most critical problems and needs listed in order of importance. The criticisms and reactions of the committee were invited.

8. The Steering Committee, four members of the Advisory Committee, made a final examination, made minor changes, and approved the list of critical problems and needs ranked in order of importance.

Ways and Means of Finding Solutions

Leadership from California Institutions

The organizations and institutions in California which might assume leadership in helping to find solutions to the critical problems and needs of California junior colleges were identified through personal visitations.

The following contacts were made:

1. Deans of Schools of Education at The University of California at Berkeley, The University of Southern California, The University of California at Los Angeles, Stanford University, and The Claremont Graduate School.
2. Directors of Junior College Leadership Programs at UCLA, UCB, and Stanford University.
3. Vice Chairman, Center for Study of Higher Education, UCB.
4. Director, Field Service Center, UCB.
5. Director, Community College Planning Center, Stanford University.
6. Director, Stanford Research Institute, Menlo Park, California.
7. Research Associate, California Teachers Association.
8. Executive Secretaries, California Association of School Administrators and California Association of Secondary School Administrators.

Sources of Funds

The determination of possible sources of funds or grants to finance needed research and development was made through the following pursuits:

1. Written communications to 105 foundations listed in 1964 Foundation Directory.[1] Only those were contacted where Directory information did not exclude the possibility of making a grant to public colleges. Most of foundations contacted are located in California.
2. Analysis of Report on Visits to Educational Foundations by Donald W. Johnson, California State Department of Education, October, 1962.
3. Digest of report by Henry T. Tyler, on workshop on "The Foundation and the Junior College" sponsored by AAJC in New York City, May 9-11, 1965.
4. Digest of visits of Henry T. Tyler and Thomas B. Merson with United States Office of Education officials in Washington, D.C.
5. Personal visit with Officials of Bureau of NDEA, Bureau of Junior College Education, and Division of Vocational Education, of California State Department of Education.

Role of CJCA in Research and Development

Prior to formulating a plan defining the role of the California Junior College Association in research and development, the advice of representative leaders in the field was sought. A survey sheet was sent to all members of CJCA Committee on Institutional Research, to the officers of the Association, and to a sampling of the Board of Directors. Included in the sample were five research officers, six administrators, two trustees, four instructors, and one counselor, a total of eighteen.

Replies were received from sixteen of the eighteen or an 89 per cent response.

After analyzing the replies a basic statement was formulated by the Director of the Study defining the role of CJCA in promoting a program of research and development. This statement was approved by the Advisory Committee and upon its recommendation approved by the Board of Directors of CJCA.[2]

---

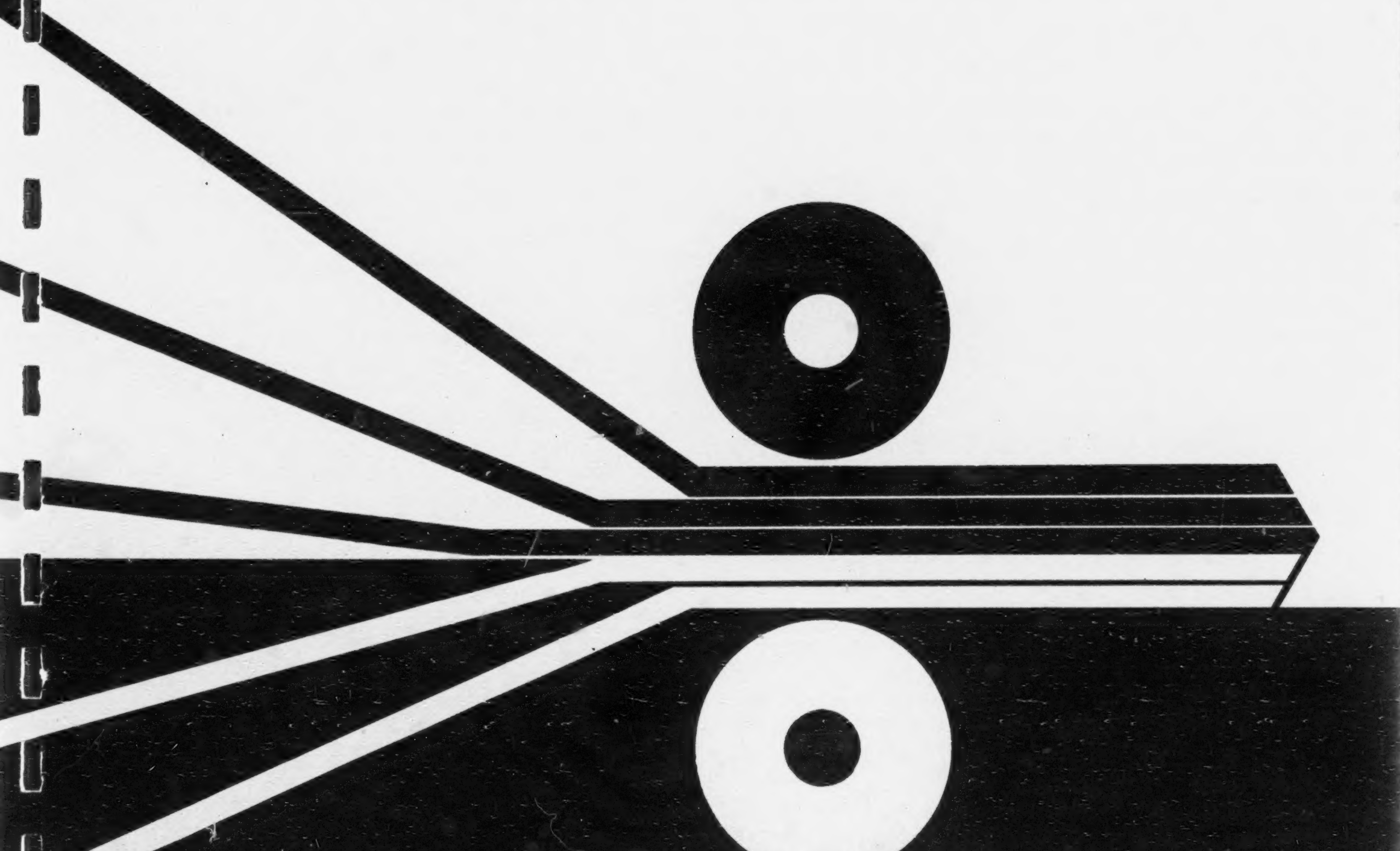
[1] Foundation Directory, published by the Russell Sage Foundation, and on file at University of California at Berkeley Library.

[2] Approved at meeting of Board of Directors on May 27, 1965.

Chapter III

FINDINGS ●

PROPOSED PROBLEMS AND NEEDS
MOST IMPORTANT PROBLEMS AND NEEDS
DEFINING THE ISSUES
AVENUES TO SOLUTIONS
ROLE OF CJCA IN RESEARCH



CHAPTER III - FINDINGS

Proposed Critical Problems and Needs of California Junior Colleges

The master list of 174 critical problems and needs of California junior colleges is shown on Table 2 and Table 3. Table 2 lists the twelve sample issues and the evaluation of the importance of these problems or needs as judged by the various colleges.

TABLE 2 - Evaluation of Sample List of Critical Problems and Needs
(Based on responses of 65 colleges)

	Sample List	Percent of colleges judging problem important
1)	An objective evaluation of relation of class size to effectiveness of instruction.	83%
2)	Establishing sound bases for selecting students for enrollment in lower division university-type courses.	71
3)	Is student drop-out a serious problem? Why really do students withdraw from college? How may drop-out rate be reduced?	86
4)	Development of an effective in-service staff program directed toward improvement of instruction.	81
5)	An evaluation of student characteristics in predicting success in various areas of instruction in junior colleges. Goals and guide lines for counseling students for enrollment in two-year occupational curricula. The use and value of student test data by instructors and counselors.	92
6)	Development of techniques and procedures for evaluation of the total curricular offerings of a college. What technical-vocational courses does a college need? Goals, guide lines, and techniques for development of a meaningful program of basic or general education for all junior college students. The role and value of remedial courses.	88
7)	An evaluation of present admission standards in California junior colleges.	54
8)	Finding a practical answer to the problem - Who speaks for California junior colleges?	75
9)	Determination of the best program of instruction for high school students who plan to enter junior college and pursue a two-year occupational curriculum.	63
10)	Solving the problem of articulation between two-year and four-year colleges. Development of common guide lines for course evaluation which will conserve student time and reduce cost of educating transfer students.	88
11)	Development of junior college plant standards. Determination of plant needs for junior colleges of varying sizes.	66
12)	Development of an equitable and simple pattern for distribution of Federal and State grants to California junior colleges.	90

Additional problems and needs submitted by the sixty-five (65) responding colleges are shown in Table 3, indicating the number of times different colleges proposed the same problem.

TABLE 3 - Critical Problems and Needs Proposed by California Junior Colleges

	In Area of Instruction	No. of colleges proposing problem
1)	What differences in student behavior and attitudes result from having attended college?	5
2)	Study of junior college faculty loads - e.g., is 25 hours of laboratory or shop truly the equivalent of 15 hours of lecture? Should there be weighting for preparations, size of class, reader assistance, etc.?	7
3)	Teacher evaluations - How do we measure good teaching? Possibility of reviving student evaluations. Merit ratings. Master teacher plans.	15
4)	Place or relationship of the adult education (non-credit program) to the junior college program (cost, buildings, administrative control, breadth, etc.).	7
5)	Establishment of minimum prerequisites for enrollment in grade 13 transfer courses.	2
6)	Procedures for taking students where they are and permitting them, if qualified, to take more advanced work. Waiving of requirements when students can demonstrate competence. Advanced placement.	5
7)	Difficulties in credentialing exist - e.g., an engineer needs an academic major in mathematics, or physics, or chemistry.	2
8)	Establishing interstate teacher exchanges.	1
9)	Re-evaluate philosophy, role, and function of junior colleges as they face increased percentages of students at both ends of spectrum of abilities.	5
10)	Sources of qualified faculty in academic and vocational fields. Best methods of staff selection.	5
11)	How to reach effectively students who are academically disinclined. Can a program be developed and still maintain standards?	5
12)	Establishing lines of communication from instructors to administrators.	3
13)	Ways to develop in-service education of instructors to a firm junior college commitment. Motivating teachers. How to develop good tests. Intervisitations.	10
14)	Evaluation of techniques and procedures for effective instruction of junior college students. Use and value of new learning devices - programmed subjects, teaching machines, TV, etc.	22
15)	A comparative evaluation of grading standards for junior colleges and four-year colleges. Should the "C" grade mean the same in both types of institutions? Is a grade point differential between the two types of colleges justifiable?	2
16)	What are the correlates of the number of courses offered by specific departments? Does the college with more courses in history do better than the one with fewer? Do its students do better upon transfer? Do they get better jobs?	4
17)	Professional preparation of junior college staff. What kind is most effective? What about credentials? What about internship programs?	8
18)	An objective evaluation of remedial instruction (mathematics, English, etc.). Role and effectiveness.	9

19) Value of offering a vestibule-type program in the junior college vs. offering it in some other educational setting. 1

20) Evaluation of time unit for instruction (in all fields) - 50 minutes, 90 minutes, 120 minutes?; 2 days, 3 days, or 5 days per week?; 18 week semester, or 14 weeks quarter? 5

21) Is "grouping" or "tracking" an effective solution to serving needs of a diverse student population? What are the alternatives? 5

22) How to motivate students? How to develop proper attitudes and behavior. 7

23) Community needs and curriculum changes - curricular patterns for adults and for part-time students. 4

24) Evaluation of unit of credit. 2

25) Meeting retraining needs of our unemployed and "unemployable" adults. Evaluation of scope, inter-relationship and appropriate spheres for graded classes, respectively, in continuing education of adults - especially in job retraining. 3

26) Development of an effective program of instruction in English for all junior college students. 4

27) Characteristics of a successful junior college teacher. 2

28) Evaluation of foreign languages in the junior college - use of placement tests. Revision of levels of teaching in view of Fisher Bill implications. 1

29) Evaluation of methods for placing students in English 1A - essay writing; standardized tests; cut-off points; high school grades; high school recommendations; etc. 1

30) Feasibility of developing "core" or inter-disciplinary instruction in general education (mathematics, natural science, social science, English). 2

31) Techniques for greater faculty involvement in curriculum development. 2

32) Establishing a common lower division pattern of courses in liberal arts acceptable at all four-year colleges. 3

33) The effect automation, data processing, and instrumentation will have on the college curricula in the next decade. 1

34) A study of the effectiveness of California junior college physical education programs in terms of the over-all student body. 1

35) Development of a curriculum for foreign students. Overcoming their English handicap. 1

36) Change legal requirements to permit greater use of retired teachers on part-time basis. 1

37) Evaluation of junior college graduation requirements. 1

38) Development of short exploratory courses to measure capability of doing work. 1

39) Evaluation of content of material in all courses. Development and use of course outlines. 2

40) Junior college responsibilities for "gifted" or superior students. 1

41) Evaluation of teaching assignment of instructors in terms of preparation. 1

42) Efficient system for development of class schedules. 1

In Area of Counseling-Guidance

43)	Developing more realistic self-concepts, in students. Intercepting students who drop out of transfer programs and re-directing them into meaningful occupational curricula. Parental relationships.	13
44)	What is an appropriate counselor-student ratio (both full-time and part-time)?	7
45)	Maintaining proper student-counselor personal relationships in view of vastly increasing student enrollments.	2
46)	Follow-up studies of transfer students by areas of instruction. Facts beyond first semester.	3
47)	Evaluation of use of faculty members as advisers in programming students.	4
48)	Establishing better provisions for "salvage" of students who receive very low grade point averages in first semester and later do creditable work. Forgiveness provisions; statute of limitations, etc.	1
49)	What is chief role of counseling - academic, vocational or psychological? Relationship of counseling to administration. Evaluation of vocational counseling.	11
50)	Is programming students a proper and important part of counseling role?	5
51)	Role of counselor in research.	1
52)	Developing an in-service training program for vocational counseling.	4
53)	Developing counseling expectancy tables for junior colleges.	2
54)	Research on student characteristics in order to identify various and differing student populations, "intra" and "inter" college wide. Personality measures. Attitude measures.	2
55)	What is the relationship of patterns of courses taken and subsequent success of transfer students? Is there any significant difference between those who follow an all-academic program and those who take some technical or vocational work?	1
56)	How much counseling should we attempt to do? Are we spending a disproportionate amount of time on students whom we tend to lose anyhow?	2
57)	What kind of health services and to what extent should they be provided junior college students both day and evening?	2
58)	Value of developing standardized entrance or classification test battery.	3
59)	Development of effective detailed follow-up questionnaire.	2
60)	Evaluation of scholarship standards - probation, dismissal, retention. Are they really effective in altering the student's goal and behavior?	6
61)	Evaluation of "programizational patterns" for student personnel services. What about decentralized counseling? Individual vs. group counseling (cost factor)?	5
62)	Early identification of potential failures and drop-outs and methods of salvage.	3
63)	Effective systems for registration of students. Use of electronic equipment.	3
64)	Effective presentation of occupational and career information.	3
65)	Development of an effective Freshman orientation program.	2
66)	Counseling techniques and procedures of value to students on probation or who have been disqualified.	2

67) Coordination of high school and junior college counseling programs. 10

68) Development of procedures for coordinating the testing and placement efforts of the Department of Employment with the job retraining efforts of the junior colleges - both statewide and regionally. 1

69) Evaluation of pupil personnel credential for the junior college counselor. Does a full-time counselor with pupil personnel credential do better counseling than part-time counselor without credential? 6

70) Effective use of "counselor information" at policy making level. 1

71) Counseling techniques which may influence student behavior and standards of conduct in present climate of student turbulence. 4

72) Nature and extent of psychological problems of junior college students. 1

73) Effect of outside employment on grades of junior college students. 1

74) Characteristics of a counseling program which will best serve 7,500 students. 1

75) Extending counseling-guidance services to more adequately serve the entire college community. 2

76) Meeting the needs of part-time students. 1

77) Evaluation of student activities and student government in contributing to the over-all education of students. 1

In Areas of Vocational Education

78) Follow-up study of occupational majors in business and trades. Techniques for placement. 4

79) Feasibility of an expanded on-the-job training program. 1

80) Possibility of use of business and industry facilities for laboratory and shop instruction 2

81) Relationship of high school and junior college in vocational education. 2

82) Developing cooperative effort among junior colleges in occupational education. Avoiding unnecessary duplications. 7

83) Extent to which short term programs should be developed. 4

84) Keeping posted of California's employment needs in the various occupations by geographical areas. Methods of keeping abreast of current trends in business and industry. What will be probable future needs? 4

85) How to raise the status in which vocational education and technical education are held by society (including educators)? 7

86) Distinction between vocational and technical education. 1

87) The need for cooperative occupational surveys by experts. 2

88) Developing realistic curricula for the academically limited student (in both general and specialized areas). 7

89) Determination of what degree of specialization in occupational skills should be learned in the college and what should be left for on-the-job training. 2

90) Impact of up-grading vocational education program course requirements upon enrollment of students who need vocational education. Are we really doing the job we should be doing for the students in "occupational majors"? Do we need another level of

vocational education which develops skill rather than technical know-how? 2

91) Establishing criteria for adding vocational education programs as school size increases. Keeping abreast of changing times. 6

92) Development of means whereby instructors in vocational fields may secure significant refresher periodic work experience. 2

93) Predictive factors from high school achievement indicative of success in junior college occupational fields. 4

94) A critical evaluation of pre-requisites for enrollment in vocational programs. 1

95) Ways and means for developing more adequate instructional manuals in vocational fields. 2

96) An objective evaluation of the multiplicity of courses in each occupational field. 3

97) Development of guide lines to identify obsolete vocational programs and equipment. 1

98) Standards for supervision of vocational-technical education. 1

99) Should rural and small junior college train students for jobs in urban areas? 1

100) Exploration of plan to procure from industry, up-to-date and expensive machinery needed for training in various occupational fields. 1

101) Development of statewide system for job placement. 1

102) Classification of occupational training offered in junior colleges by levels - i.e.: sub-professional technician, technical assistant, skilled craftsman, tradesman, etc. 1

103) Relation between apprenticeship programs sponsored by trade unions and those sponsored by junior colleges. 1

104) Evaluation of program for training Peace Officers. 1

105) Procurement, use and value of business education equipment. 1

106) Standards for equipment, class time allotment, textbooks and instructional techniques in vocational-technical education. 1

Problems or Needs in Other Areas

107) Methods of computing salaries for counselors. 1

108) Evaluative study of fee system for junior colleges with emphasis on extended day and adult programs. 5

109) Development of professional salary standards. Relation of faculty and administration salaries. 1

110) Establishment of junior college teaching as a "profession." Is the junior college tending to become an instructor-centered rather than a student-centered institution? 6

111) Establishing communications between junior colleges. Disseminate new ideas, new trends, etc. 5

112) Establishing inter-library loan system among junior colleges. 1

113) What is the role of student activities in a two-year college where students seem to have lost interest? 3

114) Value of accreditation or certification of junior college programs by state boards or agencies. 1

115) What avenues are available to the junior colleges of California to enable them to gain legislative financial support of junior college education at level recommended by the Master Plan for Higher Education? 7

116)	Should the Education Code statement on admission of students to junior colleges be revised?	1
117)	What program of leadership training will best serve the junior colleges in their search for competent administrators?	1
118)	Expanding the calendar of operation - should quarter system be adopted?	4
119)	An evaluation of the use of State scholarship funds for junior and senior college students. Development of guide lines for use of scholarship funds in most economical fashion.	1
120)	What is the cost of each course offered in a junior college? Are the costliest courses "earning their keep"?	3
121)	Need for an anthology of junior college institutional research.	2
122)	Need for collecting and providing as a continuous service, summaries of junior college research.	6
123)	Evaluative study of size of a junior college - minimum, maximum, optimum. When should second campus be built?	4
124)	Development of standards for size of administrative and classified staffs.	5
125)	Development of computer-type cumulative transcripts of record system.	1
126)	Development of simplified and standardized attendance and reporting procedures. Elimination of "legally defined" adult. Use of full-time equivalent student accounting.	5
127)	Development of a critical check list to be used in accreditation visit evaluation.	1
128)	Role of faculty in policy making. Functioning of academic senates. Academic freedom.	8
129)	Conserving time and expense for students. Acceleration techniques; feasibility and effectiveness of independent study by students; possibility of course credit by examination.	3
130)	Effect of socio-economic status of student upon enrollment in junior college.	1
131)	Evaluation of success of high school students admitted to the junior college on part-time basis prior to high school graduation.	1
132)	Development of effective techniques for improving the junior college "image."	6
133)	Development of junior college library standards.	4
134)	Development of guide lines to encourage merging of small, financially insecure junior college districts, yet maintaining "community college concept."	1
135)	Administrative pattern for multi-campus district.	3
136)	Involvement of students in total planning and operation of college.	1
137)	If it becomes necessary to restrict junior college enrollments, what techniques and procedures should be used?	1
138)	How can research findings be implemented with a junior college faculty (overcoming inertia)?	3
139)	Developing a master plan of computer centers to serve all California junior colleges.	1
140)	Development of defensible criteria for measuring cooperative wealth of junior college districts.	1
141)	Development of techniques for assessing degree to which a college achieves its goals or objectives.	1
142)	Identification of attitudes and behavior of administrators which irritate instructors.	2

143)	Development of cost studies in terms of the objectives of the junior college. What does transfer program cost per student? Etc.	1
144)	Development of an effective and professionally acceptable pattern for pressing grievances.	1
145)	Guide lines for bringing high school districts into a junior college district.	1
146)	Methods to procure financial aid to offset increasing cost of providing state and federal agencies with requested data and reports.	1
147)	Explore feasibility of building a decentralized junior college campus - parts of college in different locations.	1
148)	Development of admission standards for foreign students.	1
149)	Methods for developing cooperation between professional subject field societies and the junior college.	1
150)	Development of "how to do it" institutional research manuals.	1
151)	Development and sale of year-round job concept to instructors.	1
152)	Study of terminology in laws pertaining to junior colleges and provide clear delineations and interpretations.	1
153)	Development of state-wide system (computer) for film library exchange.	1
154)	Development of standards for services, equipment and space for instructional materials centers.	1
155)	Evaluation of use of civic center community recreation tax.	1
156)	Methods for predicting junior college population.	2
157)	Responsibility of the junior college in meeting special needs of handicapped students (hearing defects, sight defects, physical defects, mental retardation, etc.)?	2
158)	Guide lines for establishing ethnic balance in junior college student populations.	1
159)	Desirability of junior college offering A.B. degree.	1
160)	Evaluation of Board of Trustee policy and administrative manuals and handbooks.	1
161)	Development of system of state-wide uniform course numbering.	1
162)	How does the junior college climate (academic, personal, impersonal and social) affect student performance, satisfaction and success?	1

Most pressing Critical Problems and Needs

From the evaluation of the sample list of critical problems and needs by the colleges, by analyzing the frequency with which other problems and needs were proposed and by combining certain closely related ones, a list of 27 most critical problems and needs accompanied by six alternates were prepared by the Director of the Study for further evaluation by the Advisory Committee.

After considerable discussion, the Advisory Committee added twelve (12) problems and needs deemed important for consideration. Table 4 lists the 27 and six alternates proposed by the Director of the Study (F - 28 through 33) and the twelve (F - 34 through F - 45) added by the Committee. It was the judgment of the Committee that the list of 45 (27 plus 6 alternates, plus 12 proposed by it) critical problems and needs should be considered in ranking those most important. (See Table 4)

TABLE 4 - Forty-five Most Pressing Problems and Needs

A. From Sample List (Those deemed important by 86 percent or more of colleges)

1. An evaluation of student characteristics in predicting success in various areas of instruction. Goals and guidelines for counseling students for enrollment in two-year occupational curricula. The use and value of student test data. (No. 5)
2. Development of techniques and procedures for evaluation of total curricular offerings of a college. What occupational courses are needed? What general education courses? What remedial courses? (No. 6)
3. Is student drop-out a serious problem? Why really do students withdraw from junior college? How may drop-out rate be reduced? (No. 3)
4. Solving the problem of articulation between two-year and four-year colleges. Development of common guidelines for course evaluation which will conserve student time and reduce cost of educating transfer students. Pursue possibility of establishing a common lower-division pattern of courses in liberal arts acceptable at all four-year colleges. (No. 10)
5. Development of an equitable and simple pattern for distribution of Federal and State grants to California junior colleges. (No. 12)

B. From Problems and Needs Listed Under Area of Instruction. (Number or numbers in first parenthesis refers to problem in Table 3. Number in last parenthesis indicates number of colleges making proposal)

6. Establishing standards for faculty loads. Is 25 hours of laboratory or shop truly equivalent to 15 hours of lecture? Should there be weighting for preparation, class size, reader assistance, number of preparations, out-of-class responsibilities, etc.? (No. 2)(7)
7. Standards for instructor evaluation. Characteristics of a successful junior college teacher. How do we measure good teaching? Use of student evaluations. Merit ratings. Master teacher plans. (No. 3, 27)(17)
8. Methods and techniques for establishing in-service education of instructors as a firm junior college commitment. Motivating instructors. Promoting development and use of good tests. Intervisitations. (No. 13)(10)
9. Evaluation of teaching methods, techniques and procedures for teaching junior college students. Use and value of new learning devices - programmed subjects, teaching machines, TV, team teaching, etc. (No. 14,33)(23)
10. The professional preparation of the junior college teaching and counseling staff. How can instructors be prepared best? What about credentials? What about internship programs? (No. 17, 7)(20)
11. An objective evaluation of remedial instruction (mathematics, English, etc.). What is the role and effectiveness of this program? (No. 18)(9)
12. Techniques for motivating students. Development of proper attitude and behavior. Reaching those less academically inclined. (No. 22, 11)(12)
13. Measuring differences in student behavior and attitudes resulting from attending junior college. The role played by teaching and by counseling. (No. 1, 71, 162)(10)
14. Place (relationship) of adult education in the junior college program. Meeting community needs. Providing re-training for adults. Consideration of costs, buildings, administrative control, breadth, etc. (No. 4, 23, 25) (14)

15. Evaluation of the multiplicity of courses offered by different departments of instruction in both academic and occupational fields. Do students get better jobs or do better academically after transfer if they come from colleges offering the greatest proliferation of courses? (No. 16, 96)(9)

C. From Problems and Needs Listed Under Area of Counseling and Guidance.

16. Developing more realistic self-concepts in students. Intercepting students who drop out of transfer programs and redirecting them into meaningful occupational curricula. Parental relationships. (No. 43)(13)
17. Determination of appropriate counselor-student ratio (for both full- and part-time counselors). (No. 44)(7)
18. What is the role of counseling in the junior college? Is it primarily academic, vocational, or psychological? Individual vs. group counseling. What about programming of students? Value of vocational counseling. (No.49, 45, 47, 50, 61)(30)
19. Evaluation of scholarship standards - probation, dismissal, retention. Are these standards really effective in altering the student's goal and behavior? (No. 60)(6)
20. Coordination of high school and junior college counseling programs. (No.67) (10)

D. From Problems and Needs Listed Under Vocational Education Area.

21. Relationship of high school and junior college vocational education. What is the role of each? How can the programs be coordinated? (No. 81)(7)
22. Developing cooperative effort among junior colleges in area of occupational education. Avoiding unnecessary, costly duplications. Planning on a regional basis. (No. 82, 99)(7)
23. Promoting "status" for vocational and technical education in the minds of people, including educators of all levels. (No. 85, 132)(13)
24. Establishing criteria for adding vocational education programs as college size increases. Keeping abreast of the times. (No. 91, 84)(10)
25. Keeping posted on California's employment needs in the various occupations by geographical areas. Methods of keeping abreast of current trends in business and industry. What will be probable future needs? (No. 84, 87, 97)(7)

E. From Problems and Needs Listed Under Other Areas.

26. Collecting and providing, as a continuous service, summaries of junior college research. (No. 122, 111)(11)
27. The role of the teaching faculty in policy making. The function of academic senates or councils. Academic freedom. (No. 132, 31)(8)

F. Additional Problems or Needs Which May Deserve Consideration.

(Problems 28 through 33 were proposed by Director of Study. Problems 34 through 45 were added by Advisory Committee after thorough discussion at meeting on May 21, 1965.)

28. Sources for procurement of qualified faculty in academic and in vocational fields. Better methods of selecting staff from various sources. (No. 10)(5)

29. Evaluation of time unit for instruction (for various fields) - 50 minutes, 90 minutes, 120 minutes?; 2 days, 3 days or 5 days per week?; 18-week semester or 14-week quarter? (No. 20, 24)(7)
30. Developing realistic occupational curricula for the academically limited student (in both general and specialized areas of instruction). (No. 11, 90) (9)
31. An objective evaluation of relation of class size to effectiveness of instruction by subject areas. (No. 1 Sample)
32. Establishment of junior college teaching as a "profession." Should the junior college become an instructor-centered, rather than a student-centered institution? (No. 110)(6)
33. Evaluative study of fee system for junior colleges with special consideration given to extended day and adult programs. (No. 108)(5)
34. The governance of the system of junior colleges in California. The problem of State vs Local Control. Which is better, a Division of Junior College Education within the State Department of Education under the State Board of Education, or the creation of a State Board of Junior College Education?
35. Development of an adequate pattern for the financial support of public junior colleges by the State of California. Avenues available to gain legislative support to finance junior college education at the level recommended by the Master Plan for Higher Education. (No. 115) (7)
36. Re-evaluation of the philosophy, role and function of California junior college education. Are they truly "community" colleges? What new challenges are faced as increased enrollments include larger percentages of students at both ends of the spectrum of abilities? (No. 9) (5)
37. What is the future role, leadership and direction of the California Junior College Association? Finding a practical answer to the problem of, "who speaks for the California junior colleges?" Determination of roles of the California School Boards Association, and the California Junior College Faculty Association. (No. 8, sample)
38. Determination of role of junior college in providing for culturally disadvantaged students. How to reach effectively, students who are academically disinclined. (No. 22, 25, 88) (17)
39. Improvement of occupational programs through more effective articulation with four-year colleges. Development of greater acceptance of "open-ended" occupational curricula. Methods and techniques for improving occupational programs of instruction. (No.10, Sample)
40. Development of junior college library standards. (No. 133) (4)
41. The role, problems, and value of the small junior college.
42. Evaluation of the effectiveness of the program and techniques for accrediting California junior colleges through the Western Association of Schools and Colleges. (No. 114, 127) (2)
43. Development of salary guidelines for certificated and classified employees. Development of professional salary standards. Relation of instructor and administrator salaries. (No. 109, 107) (2)
44. Identifying the problems of the part-time student. The role of the junior college in meeting his particular needs. (No. 76)(1)
45. Junior college responsibilities for "gifted" or superior students. (No. 40) (1)

Table 5 shows the composite rank in order of importance, according to the judgment of the Advisory Committee, of the 45 critical problems and needs. The Committee acting as a competent jury ranked in order of importance the top ten problems or needs. (See Table 5)

Further analysis of the 45 critical problems and needs by the Advisory Committee, the Steering Committee (four members of the Advisory Committee) and the Director of the Study resulted in combining some related problems and thus reducing the list to 26. By mathematical procedure, the 26 critical problems and needs were ranked in order of importance.

Table 6 lists in order of importance the 26 most pressing problems or needs California junior colleges now face or will face in the near future. (See Table 6)

TABLE 5 - Ranking of Most Pressing Critical Problems and Needs by Advisory Committee[1]

Number on Table 4	BRIEF DESCRIPTION	RANKING BY COMMITTEE					
		Mathematical Weighting[2]		No. of Times In Top Ten		Mean Rank	Composite Rank
		Score	Rank	Score	Rank		
A - 1	Student Characteristics	88	4	13	5	4.5	4
2	Evaluation of Instr. Offerings	44	11	8	11	11.0	11
3	Drop-Out Problem	111	2	14	4	3.0	3
4	Articulation - 2- & 4-Yr. Col.	43	13	8	11	12.0	13
5	Distribution of State, Federal Grants	26	19	6	15	17.0	18
B - 6	Faculty Loads	70	5	13	5	5.0	5
7	Instructor Evaluation	45	10	10	7	8.5	9
8	Improvement of Instruction	10	33	3	28	30.5	32
9	Effectiveness of Instruction	119	1	16	2	1.5	1
10	Preparation of Instructors	54	8	15	3	5.5	6
11	Remedial Instruction	55	7	10	7	7.0	8
12	Motivating Students	15	28	4	25	26.5	28
13	Behavior and Attitude Changes	12	30	2	36	33.0	35
14	Adult Education	25	20	5	19	19.5	20
15	Multiplicity of Courses	6	38	1	36	37.0	37
C -16	Realistic Student "Self Concepts"	65	6	10	7	6.5	7
17	Counselor-Student Ratio	5	39	1	38	38.5	39
18	Role of Counseling	11	32	3	28	30.0	31
19	Scholastic Standards	33	16	6	15	15.5	16
20	H.S. - J.C. Counseling Coord.	4	41	1	38	39.5	41
D -21	H.S. - J.C. Vocational Education	10	33	3	28	30.5	32
22	J.C. Cooperation in V.E.	22	23	5	19	21.0	21
23	Status for Vocational Education	18	26	5	19	22.5	23
24	Adding Vocational Curriculum	12	30	3	28	29.0	30
25	Need for Occupational Training	50	9	8	11	10.0	10
E -26	Dissemination of J.C. Res.	102	3	19	1	2.0	2
27	Academic Senates	23	22	3	28	25.0	25
F -28.	Sources for Faculty Procurement	24	21	3	28	24.5	24
29	Time Schedules	3	43	1	38	40.5	43
30	Realistic Occupational Curriculums	5	39	1	38	38.5	39
31	Class Size	9	35	3	36	35.5	36
32	J.C. Teaching - A Profession	0	45	0	45	45.0	45
33	Evaluation of "fee system"	32	17	10	7	12.0	13
34	Governance of Jr. Colleges	30	18	6	15	17.5	19
35	Financial Support	44	11	8	11	11.0	11
36	Philosophy - Role of J.C.	34	14	5	19	16.5	17
37	Future Role of CJCA	17	27	4	25	26.0	27
38	Culturally Disadvantaged	22	23	3	28	25.5	26
39	Improvement - Occupational Education	34	14	6	15	14.5	15
40	Library Standards	14	29	4	25	27.0	29
41	Role - Small Junior College	7	37	3	28	32.5	34
42	Evaluation of Accreditation	20	25	5	19	22.0	22
43	Salary Guidelines	2	44	1	38	41.0	44
44	Problems of Part-time Student	8	36	1	38	37.0	37
45	The "Gifted" Student	4	41	1	38	39.5	41

---

1. Refer to proposed list of 45 most pressing problems and needs in Table 4.

2. Based on assigning 10 points for Rank 1, 9 points for Rank 2, 8 points for Rank 3, etc.

TABLE 6 - Revised Ranking of Critical Problems and Needs Based on Analyzing and Combining Rankings of Advisory Committee

New Composite Rank	Statement of Combined Problem or Need Showing Source From Table 5, and New Composite Rank

1. Effectiveness and Improvement of Instruction - To measure the effectiveness of instruction provided by California junior colleges and to propose methods and techniques for improving the instruction offered.

Number of Problem or Need from Table 5	Revised Scores[3]		Revised Mean Rank
	Math. Weighting	Top Ten	
B-9	119	16	
B-8	5	1.5	
F-31	4.5	1.5	
Total (Sum)	128.5	19.0	
Revised Rank	1	1	1.0

2. Promotion and Dissemination of Junior College Research and Development - To determine ways and means of promoting, collecting and distributing to California junior colleges, as a continuing service, summaries of junior college research and development.

E-26	102	19	
Revised Rank	3	1	2.0

3. Drop-Outs - To develop criteria for evaluating the accomplishments of students who leave junior college prior to earning a degree and to assess the actual significance of students leaving college prior to completing a program of instruction.

A-3	111	14	
Revised Rank	2	6	4.0

4. Evaluation of Instructional Offerings - To develop techniques and procedures for evaluating the total instructional program or curricular offerings of a community junior college.

B-11	55	10	
A-2	22	4	
B-15	3	0.5	
Total (Sum)	80	14.5	
Revised Rank	5	5	5.0

---

[3] Technique used: Total score is used for each problem or need listed first and one-half the total score for each of others to be combined. In several instances problems are not combined, and scores remain as in Table 5.

5. Financial Support - To formulate a sound and adequate pattern for financing the public junior colleges of California.

Number of Problem or Need from Table 5	Revised Scores		Revised Mean Rank
	Math. Weighting	Top Ten	
F-35	44	8	
F-33	16	5	
A-5	13	3	
Total (Sum)	73	16	
Revised Rank	7	4	5.5

6. Student Characteristics - To determine and evaluate student characteristics in predicting success in various areas of instruction.

A-1	88	13	
Revised Rank	4	8	6.0

7. Preparation of Instructors - To formulate the best pattern or patterns for preparing junior college teachers and counselors, and determine the best sources from which they may be procured.

B-10	54	15	
F-28	12	1.5	
Total (Sum)	56	16.5	
Revised Rank	11	3	7.0

7. Realistic Counseling - To define the role of counseling in the junior college and to develop guidelines for more realistic counseling.

C-16	65.0	10.0	
C-18	5.5	1.5	
C-17	2.5	.5	
C-20	2.0	.5	
F-44	4.0	.5	
Total (Sum)	79.0	13.0	
Revised Rank	6	8	7.0

9. Faculty Loads - To determine sound basic standards for assigning teaching and other duties to faculty members.

B-6	70.0	13.0	
Revised Rank	8	8	8.0

9. Two-Year and Four-Year College Articulation - To establish acceptable and realistic guidelines for the articulation (mutual recognition, acceptance and evaluation of educational offerings) of two-year and four-year colleges.

A-4	43	8	
F-39	17	3	
D-23	9	2.5	
Total (Sum)	69	13.5	
Revised Rank	9	7	8.0

11. Occupational Training Needed - To determine on a continuing basis California's employment needs now and in the immediate future on a regional basis, and to formulate sound action programs to meet these needs.

Number of Problem or Need from Table 5	Revised Scores		Revised Mean Rank
	Math. Weighting	Top Ten	
D-25	50	8	
D-22	11	2.5	
Total (Sum)	61	10.6	
Revised Rank	10	11	10.5

12. Instructor Evaluation - To formulate, through cooperative participation of instructors and administrators, standards and techniques for the evaluation of instructors.

B-7	45	10	
F-32	0	0	
Total (Sum)	45	45	
Revised Rank	12	12	12.0

13. Scholastic Standards - To evaluate present scholastic standards required by California junior colleges whereby students may continue their education and complete graduation requirements.

C-19	33	6	
Revised Rank	14	13	13.5

14. Governance of Junior Colleges - To determine the system of governing California junior colleges which will enable them to best fulfill their role and functions as an integral and important segment of the state system of diversified higher education serving many local communities.

F-34	30	6	
Revised Rank	15	13	14.0

15. Philosophy and Role of the Junior College - To re-evaluate the philosophy functions and role of the California community junior college in view of today's world and current trends.

F-36	34	5	
Revised Rank	13	16	14.5

16. Motivating Students - To determine techniques for motivating junior college students and developing proper attitudes and behavior.

B-12	15	4	
B-13	6	1	
B-18	2	0.5	
Total (Sum)	23	5.5	
Revised Rank	17	15	16.0

16. Adult Education - To evaluate the place and role of adult education in the California junior college program.

B-14	25	5	
Revised Rank	16	16	16.0

18. Accreditation - To evaluate the effectiveness of the program for accrediting California junior colleges through the Western Association of Schools and Colleges.

Number of Problem or Need from Table 5	Revised Scores		Revised Mean Rank
	Math. Weighting	Top Ten	
F-42	20	5	
Revised Rank	20	16	18.0

19. Building Vocational Education Program - To develop sound bases for building and expanding the vocational education program of junior colleges in the various occupational fields.

D-21	5	1.5	
D-24	12	3	
F-30	2.5	0.5	
Total (Sum)	19.5	5.0	
Revised Rank	21	16	18.5

20. Academic Senates - To define the role of the academic senate or faculty council in the California junior college.

E-27	23	3	
Revised Rank	17	22	19.5

21. Culturally Disadvantaged Students - To define the role of the California junior college in providing education for the culturally disadvantaged students.

F-38	22	3	
Revised Rank	19	22	20.5

22. Role of the California Junior College Association - To determine the future role of CJCA in promoting California junior college education.

F-37	17	4	
Revised Rank	22	20	21.0

23. Library Standards - The development of standards for California junior college libraries.

F-40	14	4	
Revised Rank	23	20	21.5

24. The Small Junior College - To define the role and value of the small junior college.

F-41	7	3	
Revised Rank	24	22	23.0

25. Schedule of Operation - To evaluate the time schedule and calendar of operation for the California junior college.

F-29	3	1	
Revised Rank	25	25	25.0

26. Salary Guidelines - To develop salary schedule guidelines for the certificated and classified staffs of California junior colleges.

F-43	2	1	
Revised Rank	26	25	25.5

Definition (in Some Detail) of Most Pressing Problems and Needs

In order to obtain a more comprehensive picture of the nature and scope of the pressing problems and needs challenging California junior colleges, each one has been defined listing some of the specific implications. Table 7 defines more specifically each of the pressing issues. (See Table 7)

TABLE 7 - Definition of Critical Problems and Needs of California Junior Colleges (Listed in Order of Importance)

(Based on an analysis of the rankings of problems and needs made by the Advisory Committee.)

Rank Statement of Problem or Need

1. Effectiveness and Improvement of Instruction - To measure the effectiveness of instruction provided by California junior colleges and to propose methods and techniques for improving the instruction offered. This specifically includes:
    - Evaluation of teaching methods, techniques and procedures used.
    - The use and value of new learning devices - teaching machines; programmed instruction; television; team teaching; etc.
    - An evaluation of the use and selection of textbooks, library materials, and prepared teaching materials.
    - The value and use of a teaching materials center.
    - An objective evaluation of the relation of class size to effectiveness of instruction by subject areas.
    - The value and use of specially designed teaching facilities.
    - Methods and techniques for establishing in-service education of instructors as a firm junior college commitment. (In all fields)
    - Promoting the development and use of good testing devices.
    - Development of guidelines for teaching both academically and non-academically inclined students.

2. Promotion and Dissemination of Junior College Research and Development[4] - To determine ways and means for promoting, collecting, and distributing as a continuous service to California junior colleges summaries of junior college research and development. This specifically includes:
    - Analysis and preparation of summaries of nationwide junior college research and development as a continuous service.
    - Distribution, as a continuous service, of such summaries to all California junior colleges and perhaps to all junior colleges of the nation.
    - Promotion of institutional research by each junior college.
    - Development of ways and means for exchange of reports and significant developments among various colleges.
    - Develop guidelines for a basic program of institutional research.
    - Development of common basis for gathering data.

---

[4] Problem is of primary interest to State Department of Education.

- Develop a pilot "information system" incorporating latest techniques for data processing which will enable a college to quickly retrieve needed information.

3. Drop-Outs - To develop criteria for evaluating the accomplishments of students who leave junior college prior to earning a degree and to assess the actual significance of students leaving college prior to completing a program of instruction. This specifically includes:
   - What do students gain from attending junior college for one semester or one year?
   - Do students gain anything from enrolling in junior college and withdrawing prior to completing one semester?
   - What happens to students who are dismissed because of poor scholarship?
   - Is student drop-out a serious problem?
   - Why really do students withdraw from college?
   - What factors are barriers to the persistence of junior college students both in junior college and beyond junior colleges?
   - How may the drop-out rate be reduced?
   - What values do students possess that cause them to make early or late, wise or unwise, effective or ineffective career decisions?

4. Evaluation of Instructional Offerings[5] - To develop techniques and procedures for evaluating the total instructional program or curricular offerings of a community junior college. This specifically includes:
   - What occupational courses are needed?
   - What lower-division courses are needed?
   - What general education courses are needed?
   - What non-credit (adult education) courses are needed?
   - What remedial courses are needed?
   - What is the role and value of remedial courses?
   - Are "grouping" or "tracking" programs of instruction an effective solution to serving the needs of a diverse student population?
   - Evaluation of the multiplicity of courses offered by different departments of instruction in both academic and occupational fields. Do students get better jobs or do better academically after transfer if they come from colleges offering the greatest proliferation of courses?
   - Evaluation of "state standards" for approving junior college courses.
   - Demand of business and industry for junior college graduates.

5. Financial Support - To formulate a sound and adequate pattern for financing the public junior colleges of California. This specifically includes:
   - Development of an adequate formula for State support of current costs of operation.
   - Determination of what portion of current and capital costs should be borne by the State and what portion by the local district.
   - Determination of avenues available for gaining State support to finance junior college education at the level recommended by the Master Plan for Higher Education.
   - An evaluation of the "fee system" for junior colleges.

---

[5] This problem might qualify for a grant under provisions of Higher Education Act of 1965 (if approved by Congress).

- Determination of need, effect and value of imposing a tuition fee for junior college students.
- Development of an equitable and simple pattern for distribution of Federal and State grants to California junior colleges.
- Determination of the cost to junior college in meeting its objectives (vocational education, transfer education, general education, counseling, etc.)

6. Student Characteristics[6] - To determine and evaluate student characteristics in predicting success in various areas of instruction. This specifically includes:

   - Determination of correlation between the characteristics of students (i.e., age, marital status, employment status, high school grades, pattern of high school courses, goals, attitudes, economic status, test scores, parental status, etc.) and scholastic success in junior college.
   - Determination of relationship of student characteristics to success in various fields of study.
   - Evaluation and use of student test data.
   - Developing goals and guidelines for counseling students for enrollment in two-year occupational curricula and in lower division transfer programs.
   - Determination of types of students who may profit from a delay in college entrance.

7. Preparation of Instructors[7] - To formulate the best pattern or patterns for preparing junior college teachers and counselors, and determine the best sources from which they may be procured. This specifically includes:
   - Determination of kind and amount of academic preparation needed by instructors for lower-division and for occupational type courses.
   - Determination of kind and amount of professional education needed by instructors in different fields.
   - Determination of academic and professional preparation needed by counselors.
   - An objective evaluation of credentials for teaching and counseling.
   - An evaluation of internship programs for preparing teachers and counselors.
   - Determination of responsibility of teacher education institutions in the in-service training of junior college instructors.
   - An objective evaluation of junior college instructors and counselors, obtained from the following sources: from teacher education institutions, from high school teaching experience, from four-year college teaching experience, from experience in another junior college, from retirement from armed forces.

---

[6] Possibility of submitting problem in cooperation with State Department of Education for study under provisions of N.D.E.A., Title V.

[7] A.B. 1144 introduced in current session of Legislature (1965) on this subject was referred for study by an interim committee.

7. Realistic Counseling[8] - To define the role of counseling in the junior college and to develop guidelines for more realistic counseling. This specifically includes:
   - Determining the role of counseling. (How much counseling should be attempted?)
   - Evaluating academic, vocational and psychological counseling.
   - Evaluating individual and group guidance procedures, including cost factor.
   - Evaluation of use of teaching faculty for advisement and programming of students.
   - Developing more realistic self-concepts in students.
   - Techniques for effective handling of parental influence.
   - Developing guidelines for intercepting students who drop out of transfer programs and redirecting them into meaningful occupational programs.
   - Techniques for early identification of potential drop-outs and failures, and methods for effective salvage.
   - Determining appropriate counselor-student ratios (for both part-time and full-time counselors).
   - Methods of coordinating high school and junior college counseling programs.
   - The role of counseling in meeting the needs of part-time and adult students.
   - Special counseling for students whose performance is below average.

9. Faculty Loads[9] - To determine sound and basic standards for assigning teaching and other duties to faculty members. This specifically includes:
   - Determination of relationship of lecture hour to laboratory hour and/or shop hour.
   - Determination of extent to which the following factors should influence faculty load: number of preparations, class size, reader assistance, teaching assistance, laboratory assistance, etc.
   - Guidelines for assigning out-of-class responsibilities in determining faculty loads.
   - What is a reasonable number of hours per day and per week faculty should devote to duties?
   - Ways and means for procuring greatest teaching productivity, yet maintaining defensible faculty loads.

9. Two-Year and Four-Year College Articulation - To establish acceptable and realistic guidelines for the articulation (i.e., mutual recognition, acceptance and evaluation of educational offerings) of two-year and four-year colleges. This specifically includes:
   - Development of common guidelines for course evaluations which will conserve student time and reduce cost of educating transfer students.
   - Pursue the possibility of establishing a common lower division pattern of courses in liberal arts acceptable at all four-year colleges.
   - Definition of standards which transfer courses should meet.
   - Development of greater acceptance of "open-ended" occupational curricula by four-year colleges.

---

[8] Problem might qualify for grant to study under provisions of N.D.E.A., Title V.

[9] El Camino College has completed recent study in this field.

- Promoting the impact of vocational education (particularly in technical and business fields) in the minds of people, including educators at all levels.
- Assuring qualified junior college graduates opportunity to continue education in state college or university system.

11. Occupational Training Needed[10] - To determine on a continuing basis California's employment needs now and in the immediate future on a regional basis, and to formulate sound action and programs to meet these needs. This specifically includes:
    - Developing a system of keeping continuously posted on California's employment needs.
    - Devising methods for keeping abreast of current trends in business and industry.
    - Devising techniques for making forecasts of future employment needs.
    - Developing a system for cooperative planning on a regional basis whereby California junior colleges may provide the vocational education required to meet employment needs and thus avoid unnecessary, costly duplications.

12. Instructor Evaluation - To formulate through cooperative participation of instructors and administrators, standards and techniques for the evaluation of instructors. This specifically includes:
    - Determination of the characteristics of a successful junior college teacher.
    - Development of instruments for measuring good teaching.
    - Evaluation of use of student evaluations of instructors.
    - Evaluation of various systems of teacher merit ratings.
    - Evaluation of various forms used for recording the performance of instructors.
    - Identification of attitudes and professional action of instructors which contribute to effective teaching.
    - Determination of techniques and procedures acceptable to instructors which may be used in evaluation of teaching.
    - Formulation of basic standards which, if not achieved, constitute under the law due cause for dismissal of probationary instructors.

13. Scholastic Standards[11] - To evaluate present scholastic standards required by California junior colleges whereby students may continue their education and complete graduation requirements. This specifically includes:
    - Evaluation of probation, dismissal and retention standards.
    - Evaluation of standards for graduation (Associate in Arts and Associate in Science degrees).
    - Use and value of certificates of completion.
    - Measuring effectiveness of scholastic standards in altering student goals and behaviors.
    - Formulating guidelines for grading techniques and procedures for maintaining scholastic standards.

---

[10] Of primary interest to California State Department of Education.

[11] The Coordinating Council on Higher Education is planning to make two studies on the problem - a) Eighteen months study of dismissals. b) Study each year of results of present standards.

14. Governance of Junior Colleges[12] - To determine the system of governing California junior colleges which will enable them best to fulfill their role and functions as an integral and important segment of the State system of diversified higher education serving many local communities. This specifically includes:
   - Defining the nature and extent of state and local control.
   - Determining which is better, a Division of Junior College Education within the State Department of Education under the State Board of Education, or creating a State Board of Junior College Education.
   - Developing a "loud" and significant voice for junior colleges at the state level, and yet preserving local autonomy needed to provide educational programs designed for the varying communities throughout California.

15. Philosophy and Role of the Junior College[13] - To re-evaluate the philosophy functions and role of the California community junior college in view of today's world and current trends. This specifically includes:
   - Evaluation of present objectives and functions of California junior colleges.
   - Evaluation of "open-door" admission policy.
   - Evaluation of extent to which junior colleges are performing their distinctive functions in the system of diversified higher education.
   - Determination of community services function of the junior college.
   - Determination of new challenges to be faced as increased enrollments include larger percentages of students at both ends of the spectrum of abilities.
   - Evaluation of present scholastic and graduation requirements in terms of role of junior college.
   - Extent to which junior college tends to become more like the senior college or university.
   - Evaluation of effectiveness of program of occupational education.
   - Determine changes needed in the nature of occupational education in a changing technological society.
   - Guidelines for education of high school graduates admitted with less than "C" average records.

16. Motivating Students - To determine techniques for motivating junior college students and developing proper attitudes and behavior. This specifically includes:
   - Defining proper attitudes and behavior of junior college students.
   - Developing procedures leading to student performance compatible with capabilities.
   - Developing techniques for reaching the students who are less academically inclined.
   - Providing a program which challenges the gifted or superior students.
   - Measuring differences in student behavior and attitudes resulting from attending junior college.

---

[12] This is of major concern to the Coordinating Council on Higher Education, to the California State Department of Education, and to the California State Legislature. All three will probably study it independently.

[13] Junior College scholastic standards are dependent on solutions to this problem.

- Determining the role of teaching, counseling, and out-of-class activities (including athletics), in changing behavior and attitudes of students.

16. Adult Education[14] - To evaluate the place and role of adult education in the California junior college program. This specifically includes:
    - Determination of the breadth and nature of adult education necessary to meet community needs.
    - Determination of techniques to provide balance between credit and non-credit courses for adults.
    - Determining and meeting the peculiar needs for many part time students.
    - Evaluation of need for short-term adult education.
    - Evaluation of the cost, building needs, and administrative control of adult education.
    - Providing programs to meet the retraining needs of unemployed and "unemployable" adults.
    - Evaluation of standards for graded and un-graded classes.
    - Development of framework for use of community service funds.

18. Accreditation - To evaluate the effectiveness of the program for accrediting California junior colleges through the Western Association of Schools and Colleges. This specifically includes:
    - Evaluation of standards used by visiting teams in accrediting junior colleges.
    - Measurement of value of self-evaluation which accompanies the accreditation process.
    - Evaluation of procedures used in accreditation process.
    - Measurement of changes in a junior college and its program as a result of accreditation.
    - Contributions of accreditation process in promoting better understanding between junior and senior colleges.

19. Building Vocational Education Program[15] - To develop sound bases for building and expanding the vocational education program of junior colleges in the various occupational fields. This specifically includes:
    - Establishing criteria for adding occupational programs as a college increases in size.
    - Establishing cooperative relations among the junior colleges of a region to avoid unneeded costly duplications.
    - Techniques for determining local needs for training in new occupational fields; keeping abreast of these changing needs.
    - Building realistic occupational curricula for the academically limited student in both general and specialized areas of instruction.
    - Building vocational education programs which will require minimum retraining of students as occupational requirements change in a rapidly changing world.
    - Defining the role of the high school and junior colleges in vocational education in today's world. How can these programs be coordinated?

---

[14] Coordinating Council on Higher Education is committed to study this issue. This problem might qualify for grant to study under provisions of Higher Education Act of 1965 (if approved by the Congress of the United States).

[15] Ford Foundation has become interested in this field.

20. Academic Senates or Faculty Councils - To define the role of the academic senate or faculty council in the California junior college. This specifically includes:
    - Determination of the role of the academic senate at the policy making level.
    - Defining the relationship of the academic senate to the administrative staff and to the Board of Trustees.
    - Evaluation of the capability of the teaching faculty to devote sufficient time to participation in administrative functioning.
    - Define the relationship between academic freedom and the functions of an academic senate.
    - Determination of the role of the academic senate in a district having multiple colleges.
    - Developing guidelines for cooperation between the instructional and administrative staffs through the effective functioning of the academic senate.
    - Investigation of, "Who speaks for the faculty?"

21. Culturally Disadvantaged Students[16] - To define the role of the California junior college in providing education for the culturally disadvantaged students. This specifically includes:
    - Determination of educational needs and problems of culturally disadvantaged students.
    - Devising methods and techniques for reaching effectively this group which includes many who are academically disinclined.
    - Building programs of instruction in general and specialized fields which are within the grasp of this group, and that will develop good citizens with some degree of occupational competence.

22. Role of the California Junior College Association - To determine the future role of C.J.C.A. in promoting California junior college education. This specifically includes:
    - Defining the leadership and direction C.J.C.A. should give to promoting junior college education.
    - Defining the relationship of C.J.C.A. to:
        - Local boards of trustees
        - The California Junior College Faculty Association
        - The California State Department of Education
        - The California State Board of Education or to the California State Board of Junior College Education
        - The California School Boards Association
        - The Coordinating Council on Higher Education
        - The California Teachers Association
        - The California Associations of School Administrators
        - The California Federation of Teachers
    - Define the specific activities and functions of C.J.C.A.
    - Find a practical answer to, "Who speaks for California junior colleges?"
    - Define the legislative role of C.J.C.A.

---

[16] This problem is of primary interest to the Governor of California, to the California State Department of Education and to the mayors of many cities.

23. Library Standards[17] - The development of standards for California junior college libraries. This specifically includes:
  - Development of meaningful standards for junior college libraries involving space requirements, facilities, and types of equipment for institutions of different sizes and types of programs.
  - Development of standard book list.
  - Development of guidelines to measure effective use of library materials.
  - Development of standards for current periodicals.
  - Development of standards for number and types of library staff.
  - Define responsibility of library with regard to audio and visual aids and equipment.
  - Define relationship of library to teaching materials center.
  - Determination of value and use in conjunction with library of listening rooms, typing rooms, reading improvement machines, individual study rooms, group study rooms, language laboratories, etc.
  - Development of standards for book selection and book elimination.
  - Development of standards for library expenditures.
  - Development of meaningful standards that provide for flexibility and avoid built-in, cramping, and rigid uniformity.

24. The Small Junior College - To define the role and value of the small junior college. This specifically includes:
  - Evaluation of the need for some small junior colleges.
  - Determination of minimum size of a junior college.
  - Defining the peculiar problems of the small junior college.
  - Determining the nature and scope of occupational education in small junior colleges. Should programs be offered to train students for employment in urban areas?

25. Schedule of Operation - To evaluate the time schedule and calendar of operation for the California junior colleges. This specifically includes:
  - Evaluation of daily time period for instruction in various fields - 50 minutes, 90 minutes, 120 minutes, 180 minutes.
  - Evaluation of weekly schedule of a class - 1 day, 2 days, 3 days, 4 days, or 5 days per week.
  - Development of yearly calendar of operation which is coordinated with high schools and senior colleges and permits best maximum use of facilities - The semester system with summer session or the quarter system.
  - Determination of relationship of time schedule and calendar of operation to student learning.

26. Salary Guidelines[18] - To develop salary schedule guidelines for the certificated and classified staffs of California junior colleges. This specifically includes:
  - Development of professional salary schedules which will attract and hold qualified teachers and administrators.
  - Determination of relationship of salaries for instructors and administrators.

---

[17] Several groups are concerned and working on this problem. They include the California State Department of Education, and four different library associations. The problem might qualify for grant to study under NDEA, Title III.

[18] California State Division of Finance is concerned with this problem.

- Evaluation of techniques and procedures for cooperation of instructors, administrators and classified staff in formulation of salary schedules and changes.
- Techniques for determination of salary program a junior college district is able to finance currently and in the immediate future.

Implications Relative To Top Ranking Critical Problems and Needs

Certain implications or conclusions may be drawn from the nature of the top five ranking critical issues facing California junior colleges. They include:

1. California junior colleges consider their most important challenge is to do effective teaching and to strive continually to improve teaching procedures. This is indicative in ranking effectiveness and improvement of instruction in the number one position.
2. The ranking as number two in importance of the promotion and dissemination of research and development signifies the desire of junior colleges to work together in improving their total programs.
3. Placing the drop-out problem in the number three position indicates the desire of junior colleges to reduce the number of students who leave prior to graduation. It is also indicative of the conviction that many students achieve much by attending junior college for a short period of time. For many this is the best and most economical way to salvage human resources.
4. Evaluation of instruction is ranked number four in importance. This signifies the importance to the junior college of providing a program of instruction designed to meet the many needs of its heterogeneous student population.
5. The junior colleges of California are convinced that a good program of education must be adequately financed. Good instructors can be attracted and held by paying good salaries. For these reasons, financial support was ranked as the fifth most critical problem.

Organizations in California Interested in Helping to Find Solutions

Through personal visitations the Director of the Study found considerable interest among institutions and organizations in helping with research projects in the field of junior college education.

A summary report of reactions of each contacted is submitted herewith:

1. University of California at Los Angeles (UCLA)

Persons contacted:
Dean of School of Education, Howard Wilson
Director, Junior College Leadership Program, B. Lamar Johnson

Interest in Junior College Research:
Have a major interest and program in junior college education. Program is distinctive and not just an appendage to higher education. Would make every effort to undertake junior college research project if asked.

Any Grants or Funds for Junior College Research:
No grants or funds are now available for junior college research. Kellogg grant is restricted to training junior college administrators. Would be receptive to making a proposal for a grant for a specific junior college research project.

Ability to Undertake Junior College Research:
Staff involved directly in junior college education includes two full-time and two part-time persons. If granted funds, would undertake junior college research project provided: 1) Able to assign staff to project or be able to procure qualified additional staff; 2) Research project receives approval by usual University procedure; and 3) The University

participate through some staff involvement.

Independent Staff Participation:

Some members of the School of Education Faculty have participated in junior college research projects on an individual contractual basis. This is permissible.

Graduate Student Interest in Junior College Field:

More than 100 graduate students are enrolled in junior college education courses. At present, 20 students are enrolled in doctoral dissertation seminar in junior college education. At least five other graduate students are enrolled in doctoral seminars in other fields, but are pursuing research on junior college problems. These students are all qualified and receive University direction.

Other Suggestions:

- Melvin L. Barlow, Director of Division of Vocational Education, has a great interest in the field of vocational-technical education and would probably be able to secure a financial grant for a critical research investigation in this area.
- The Junior College Leadership Advisory Council would be interested and able to contribute to a program of junior college research.
- An anthology of junior college institutional research would be of value to all interested in junior college education.
- If funds were made available, UCLA would view favorably providing as a continuous service summaries of on-going junior college research. (These summaries could be made on 5 by 8 catalog cards and copies sent to each junior college.)

2. University of Southern California (USC)

Person Contacted:

Dean of School of Education, Irving R. Melbo

Interest in Junior College Research:

Interest in junior college education is growing. A new, full-time staff member in this field has been appointed for September, 1965. Would be interested in undertaking junior college research within limits of total commitments.

Any Grants or Funds for Junior College Research:

No funds are available at present.

Ability to Undertake Junior College Research:

Beginning with September, 1965, one full-time and one part-time staff member will be involved in junior college education. Would be able to undertake junior college research project if requested, only under following conditions: 1) Funds or grant be provided; 2) Sufficient time be provided to procure needed additional staff; 3) Availability of additional competent staff; 4) University involvement as a cooperative adventure.

Independent Staff Participation:

According to University policy, staff members are free to pursue independent research on a private basis to extent of spending one working day per week for this purpose. Several staff members do this type of work.

Graduate Student Interest in Junior College Field:

Approximately 50 students are currently enrolled in junior college courses. Some 600 (includes full and part-time) students are enrolled in pursuing graduate study in education toward an advanced degree at present. Of this group, several have chosen research projects in junior college field.

3. Claremont Graduate School

Persons Contacted:

Philip M. Rice, Dean of Graduate School and Professor of History

Arthur R. King, Jr., Associate Professor of Education, Director of Secondary Internship Program.

John J. Wittich, Executive Director, College Student Personnel Institute

J. R. Warren, College Student Personnel Institute.

Interest in Junior College Research:

Interested in all segments of education. The several staff members listed above are interested in the junior college and its problems as related to total educational program.

Any Grants or Funds for Junior College Research:

No funds are available.

Ability to Undertake Junior College Research:

If provided funds, the four staff members above (ommitting Dean) have a real interest in pursuing junior college research. Dr. King is particularly interested in the adult function of the junior college. Dr. Wittich has an interest in problems of selecting students to assure success in various educational pursuits. Research projects would have to be processed through regular channels.

Independent Staff Participation:

Staff members are permitted and some do contract to do independent research work.

Graduate Student Interest in Junior College Field:

Thirty students are pursuing graduate study in educational administration leading to Master's or Doctor's degree. Several are interested in the junior college field. Seventeen graduate students are working toward advanced degrees in student personnel field with several interested in the junior college.

Other Items:

College Personnel Institute is starting to publish every two months, "College Student Personnel Abstracts". This will include the junior college.

4. Stanford University

Persons Contacted:

Dean of School of Education, I. James Quillen

Director, Junior College Leadership Program and Director, Community College Planning Center, Lewis B. Mayhew

Interest in Junior College Research:

Are interested in any projects which would be consistent with the primary concerns of the University in the field of junior college education.

Any Grants or Funds for Junior College Research:

None exist at present. However, an application has been made to the USOE to establish a Research and Development Center. If approved, would provide funds which could be used for junior college research.

Ability to Undertake Junior College Research:

In addition to Dr. Mayhew, whose major interest is the community junior college, a number of the staff have a particular interest in the junior college. These include Professors: Norman J. Boyan; H. B. McDaniel (Educational Psychology and Guidance); R. Nevitt Sanford, Director; Human Development Center.

Would undertake research project provided: 1) A staff member is interested and could be released to do job; 2) If project met standards established by graduate school.

Independent Staff Participation

Staff members are free to participate in independent research for private gain. One day per week is granted for this type of activity. A significant portion of the staff do engage in such work.

Graduate Student Interest in Junior College Field:

Thirty-five students are enrolled in doctoral studies program in junior college field (a number are part-time students). Three are seeking Master's degrees in junior college education. Fifteen are candidates for junior college teaching credential.

Other Suggestions:

- Stanford School of Education would consider making joing application with CJCA for a grant to solve a specific junior college problem, provided Stanford was agency to do research.
- Stanford Graduate School and Community College Planning Center have grants and are now or will be pursuing studies in these areas.
  1. The learning environment in a junior college
  2. Preparation for college teaching
  3. The location of junior colleges in urban settings to serve minority groups.
- Within the next two months, Stanford expects to publish a report on "Study Habits of Junior College Students."

5. Stanford Research Institute (Menlo Park)

Person Contacted:

Wm. J. Platt, Director

Interest in Junior College Research:

Have a strong interest in all areas of educational research.

Any Grants or Funds Available for Junior College Research:

None are available. Funds would have to be provided for financing any project undertaken by institute. Cost of projects have ranged from $5,000 to $5,000,000. To complete the average project would require from $50,000 to $100,000.

Qualified Staff:

No one with major interest and qualifications in junior college education is now a full-time staff member. However, qualified persons could be employed from Stanford University and elsewhere. Permanent staff is composed of specialists interested in entire field and structure of education with emphasis on socio-economic problems.

Primary Present Interests:

1. Manpower needs
2. The technology of teaching

6. University of California, Berkeley (UCB)

Persons contacted:

Dean of School of Education, Theodore Reller

Director of Junior College Leadership Program and Vice-Chairman, Center for Study of Higher Education, Leland L. Medsker

Interest in Junior College Research:

Have a major interest in junior college education and research as an important segment of higher education.

Any Grants Available for Junior College Research:

None immediately available. However, have made application for a Federal grant to make a study of vocational-technical education in Bay Area. Have also made application to United States Office of Education to secure a grant to establish a Center for Research and Development in Higher Education. If approved, Center will be particularly interested in undertaking research in following fields:

1. Student Careers and the impact of higher education
2. Governance and administration
3. Change and direction of higher education

Ability to Undertake Junior College Research:

At present time the equivalent of two and one half persons are engaged in junior college education. Several staff members, in addition, have an interest and are qualified to do research in junior college field. If requested, would undertake a research project in junior college field provided:

1. Other commitments permit additional project.
2. Scope of problem in accord with University requirements.
3. Personnel available.

Would welcome opportunity to consider possibility of undertaking any needed research project.

Independent Staff Participation:

Board of Regents regulations provide opportunity to undertake private research project to the extent that it does not interfere with regular responsibilities.

Graduate Student Interest in Junior College Education:

At present time 36 graduate students are working towards a Doctorate in the junior college field. In the junior college internship program, 25 are enrolled and 60 to 70 are pursuing junior college credential.

Other Suggestions:

- University would join CJCA in making an application for research grant, providing University was to be involved in doing the research.
- Have a Carnegie grant to make a nation-wide re-study of the junior college.
- Have been asked by the Coordinating Council on Higher Education to make a state level study on governance of junior colleges.
- In 1964, the Center for the Study of Higher Education completed and published two research projects financed by grants from USOE entitled:
  "Factors Affecting Performances of Transfer Students from Two-Year to Four-Year Colleges"[19]
  "Articulation Between Two-Year and Four-Year Colleges"[20]

7. Field Service Center, University of California - Berkeley

Person Contacted:

Director of Center, J. Cecil Parker

Interest in Junior College Research:

Have a major interest in junior college research. Believe no area more important at present.

- -

---

[19] Cooperative Research Project No. 1133, by Knoell and Medsker.

[20] Cooperative Research Project No. 2167, by Knoell and Medsker.

Any Grants or Funds Available:

None available. Any research project would have to be financed from grant for particular purpose. The average cost of major research project would be from $30,000 to $100,000.

Staff Available:

Center does not maintain regular staff--Draws upon University and Center for Study of Higher Education for qualified personnel.

Other Suggestions:

- Center would cooperate with CJCA in submitting application for Research grant.
- Center has major interest in projects of state-wide concern.

8. California Teachers Association (CTA)

Person Contacted:

Research Associate, Harold Weatherbe

Interest in Junior College Research:

Most CTA research projects are status type studies. Junior colleges have always been included as well as high schools and elementary schools in such studies. Their particular interests center around salaries, legislation, retirement, and teaching conditions.

Funds Available for Research:

Funds are allocated annually for research projects. Any requests should be directed by letter to Dr. Jack D. Rees, Acting Executive Director.

An application has been submitted to the USOE for a grant to finance a study on teacher loads.

9. California Association of School Administrators (CASA)

Person Contacted:

Executive Secretary, James Corson

Interest in Junior College Research:

Will lend support to any recognized junior college research program. Although no funds are available for such project, they will help promote in any other way possible.

10. California Association of Secondary School Administrators (CASSA)

Person Contacted:

Executive Secretary, Wm. McGowan

Interest in Junior College Research:

Although no funds are available for research projects, would be particularly interested in cooperating with CJCA in securing grants for the following types of projects:

1. Defining role of high school and junior college in vocational education.
2. Defining role of high school and junior college in adult education.
3. Sponsoring action programs - conferences and workshops pertaining to issues involving high schools and junior colleges of a region.

Possible Sources of Research and Development Funds

Several approaches were made to identify sources from which funds might possibly be procured to finance the most pressing research projects in the field of junior college education. The findings of these various investigations are summarized as follows:

1. Report on Visits to Educational Foundations by Donald W. Johnson, California State Department of Education, October, 1962.

Foundation Visited	Current Area of Emphasis
Carnegie Foundation 589 Fifth Street New York City, N.Y.	Reading, Mathematics, and Exotic Foreign languages--improvement of teaching.
Sloan Foundation 630 Fifth Avenue New York City, N.Y.	Basic scientific research at college level. Would be receptive to research in technical education curricula.
Rockefeller Foundation 111 West 50th Street New York City, N.Y.	Making no grants in educational field at present.
Ford Foundation 477 Madison Avenue New York City, N.Y.	Educational technology and experiments in staff utilization. Open to requests in any area of education.
Educational Facilities Laboratory 477 Madison Avenue New York City, N.Y.	Development of and testing of buildings, furniture and equipment.
Esso Foundation 30 Rockefeller Plaza New York City, N.Y.	Science institutes conducted by private colleges.[21]
Kellogg Foundation 250 Champion Street Battle Creek, Michigan	Education and training of junior college administrators.

Submission of Requests - The recommended initial approach to a foundation should be made in an informal letter outlining the nature and scope of the project for which funds are sought.

Almost all foundations evaluate requests according to three criteria: 1) Relevance and application of project on a wide basis, 2) Agency making request demonstrate capacity to conduct research and development on high quality level, and 3) project is in accord with their specific area of interest or emphasis.

---

[21] In 1964, Esso made a grant to the American Association of Junior Colleges to hold workshops on the articulation of two- and four-year colleges.

2. Report on Workshop on "The Foundation and the Junior College" by Henry T. Tyler, Executive Secretary, CJCA (New York City, May, 1965)

Significant highlights of this report include the following:

- The Foundation Library Center, financed by Russell Sage Foundation, publishes a directory and maintains files of accurate foundation information at Washington D.C., New York City, UCLA Library and UCB Library.[22]
- J. Richard Taft, Director, Foundation Library Center (Washington, D.C.) stressed:
  - . Importance of making selective approaches to foundations. Determine which foundations might be interested in your project.
  - . Education receives greatest portion of foundation grants ($186,000,000 last year), health is second, international education is third. The actual amount of grants reported by major fields in 1964 was:

Fields	Amt. in Millions	Per cent of Total
Education	$186	33
Health	129	23
International Activities	74	13
Sciences	58	11
Welfare	44	8
Humanities	39	7
Religion	26	5
TOTAL	$556	100

  - . Make initial approach through formal letter.
- Francis Pray, Chairman of the Board of Frantzreb and Pray Associates emphasized:
  - . Junior colleges, with 20 per cent of all higher education students, are receiving only a little over one per cent of grants to education.
  - . Distinctive proposals and innovations are what foundations seek.
  - . Those seeking foundation support must be willing to spend some money to seek.
- Horace Powell, Director of Publications for the Kellogg Foundation indicated:
  - . Kellogg Foundation is still interested in good, imaginative proposals from junior colleges.
  - . Their interest centers in practical and not pure research.
- John Detmold, Development Director, New London, Connecticut, emphasized these characteristics of a foundation proposal:
  - . Conciseness
  - . Eliminate technical jargon
  - . Thank foundation even though request refused
- Edward Meade, Jr., of Ford Foundation stated they are interested in all post-high school education. Junior colleges to date have submitted few proposals. The particular concerns of the Foundation are:
  - . Where shall instructors for the junior colleges be found?
  - . How shall they be trained, and how maintained?
  - . What are the relations between high schools and junior colleges? What overlaps are there?

---

[22] Director of Study has analyzed this Directory and made initial contact with 105 selected Foundations.

- What, if anything, is the general education program? That is, what are the knowledges which everyone should possess?
- What are the curricula needed to prepare technicians?

- Manning Pattilo indicated the Danforth Foundation is exclusively devoted to education. Its major concerns are fostering liberal education, improving teacher education, education of the disadvantaged, citizenship education, and values in education.
- Arthur Singer of the Carnegie Foundation described the general purpose of the Foundation as follows:
  - Individual scholarships
  - Projects that set standards
  - Demonstration projects
  - Facilitating work of educational associations
  - Publication of research findings
  - Research in social sciences
- Other points of interest:
  - Plenty of money is available if people know how to get it.
  - Junior colleges have not done enough to "sell" their product - especially in the field of vocational and technical education.
  - One of the best bases for junior college status and support is pride in good teaching.

3. Written Communication with Selected Foundations

An analysis was made of the Foundation Directory (1964) at the Library of the University of California, Berkeley, and 105 Foundations selected for contacting. With the exception of five, all are located in California. Those foundations were selected where information provided did not exclude consideration of public junior colleges for grants.

An exploratory letter was sent to each of the 105 Foundations listing four purposes:
- Provide information regarding the exploratory research and planning study being sponsored by the California Junior College Association.
- Explain briefly the important role of the junior college in California higher education.
- Indicate in general, the areas in which problems and needs facing California junior colleges appear most critical.
- Solicit interest in the possibility of providing some financial aid in helping to find solutions to one of the problems through a program of organized research and action.

An enclosed check sheet with return stamped envelope was sent with each letter. It was emphasized that an expression of interest in no way committed a foundation.

Results: To date, June 26, 1965, the results of the communications sent to the selected foundations are listed below in Table 8. It is anticipated that additional replies will be received and follow-up made of an interest expressed in the California junior college research and development program.

TABLE 8 - Response of Private Foundation Interest in Junior College Research and Development Program[23] (as of June 26, 1965)

	No. of Foundations
Returned, moved leaving no forwarding address	5
No interest in program	14
Possible or some interest	3
No reply to date	83
TOTAL	105

The foundations to date, which have shown interest in the program of research and development include:

Hopkins Charitable and Hopkins Donation Fund
1920 Garden Street, Santa Barbara, California

W. K. Kellogg Foundation
250 Champion Street, Battle Creek, Michigan

Rosenberg Foundation
210 Post Street, San Francisco, California 94108

4. Digest of Visit with U. S. Office of Education Officials:

Henry T. Tyler, Executive Secretary, CJCA, and Thomas B. Merson, AAJC, visited USOE officials in Washington, D. C. and discussed with them the research program which the CJCA has launched. Those contacted included:

- Robert H. Beezer, Research Coordinator, Cooperative Research Program.
- Bernard Michael, Program Evaluation Officer, Division of Vocational and Technical Education.
- Robert Knoebel, Walter Brooking, Robert McKee, and David Bushnell, Vocational Education.

Significant items resulting from the conferences included the following:

- The USOE is hungry for good and new ideas or approaches to research through their program.
- They are concerned that so few proposals are submitted by junior colleges. (Less than one per cent of proposals received come from junior colleges.)
- They have special interest in project having to do with teacher recruitment and preparation. They feel old ideas regarding preparation of vocational-technical teachers need re-examination.
- They look with favor on evaluating the demand by employers for vocational-technical students trained in junior colleges.
- They are interested in new techniques for projecting student population growth.
- They expressed interest in financing tours to observe demonstration projects of successful teacher or administrator recruitment or training.

---

[23] See Appendix for specific information regarding each foundation contacted.

5. Personal Visit with Officials of Bureau of NDEA, Bureau of Junior College Education, and Division of Vocational Education of the California State Department of Education

Conferences[24] were held in Sacramento on June 11, 1965, with officials of the State Department of Education to review progress of the study, to seek advice and suggestions for possible governmental grants for solving some of the pressing problems and needs of California junior colleges. The significant outcome of these conferences included the following:

- The Bureau of Junior College Education has a direct interest in promoting and performing research and service to the limit of their capability. The Bureau considers it a definite part of its responsibility to provide facts and information based on research to the State Board of Education and to the Coordinating Council on Higher Education.
- The State Department of Education looks with favor on cooperating with the CJCA in promoting a program of research and development as a joint adventure.
- The Bureau of Junior College Education desires to establish an active program of research and development by adding a staff member to devote full time to this activity.
- The Coordinating Council on Higher Education, according to the Bureau of Junior College Education, are of necessity involved in junior college research whereas their function should be that of a reviewing council and not a research agency.
- Representatives of the State Department of Education view favorably the progress of the present exploratory research study and are in accord with the identification of the important problems and needs of California junior colleges.
- The State Department of Education will support an application by CJCA for an additional financial grant to implement the findings and recommendations of this study. It is their hope that the State association will make application for funds to governmental agencies and foundations.
- Effective March 4, 1965, all agreements, proposed contracts or arrangements involving a school district and the Federal Government for funds, services and commodities must have advance approval by the State Superintendent of Public Instruction. (A contract pursuant to the Junior College Revenue Bond Act of 1961 is exempt from this requirement.)
- The following applications have been made and approved for Federal grants for research studies to be sponsored by the State Department of Education in 1965-66:
    - . USOE Cooperative Research Act grant to State Department of Education for eighteen months period. Purpose: "To serve as a central compilation, storage, information, dissemination and stimulation center for all research which relates to occupational education."
    - . Public Law 88-210, Section 4(C), The Vocational Education Act of 1963: A grant has been approved for the State Department of Education to sponsor a nation-wide cooperative study of systems for reporting data. Consideration will be given number and type of data, more uniformity, methods of reporting, making data available.

---

[24] One conference was held with Emil Toews, Chief, Bureau of Junior College Education, including G. D. Cresci, C. G. Winter and K. A. Wood of his staff and Lee Baldwin representing Wesley T. Smith, State Director of Vocational Education. The other conference was with Frank Largent, Chief and Arthur Phelan, Bureau of NDEA.

  - Grant for eighteen months period has been approved for State Department of Education (Vocational Education) to make a determination of the occupational needs for California. This grant is under the provisions of PL 88-210 section 4(C), The Vocational Education Act of 1963.
- The State Department of Education (Vocational Education) has allocated $6,000 to be used for research in technical education. This sum would have to be used in 1965-66 year and could be allocated to a single college or to the CJCA. This money is part of George Barden Act, Title III, PL 88-210 grant.
- The best sources to which appropriate applications for financial grants from Federal funds for junior college research and development are probably the following:

  - National Defense Education Act, Pl 88-210
    Title III. Financial Assistance in Strengthening Instruction.
    Title V. Guidance, Counseling, and Testing.
    Title X. Training Institutes.

  - Vocational Education Act of 1963 (with amendments), PL 88-210,
    Section 4(C) - Research, Training, Experimental Developmental, or Pilot Programs in Vocational and Technical Education.

  - Division of Educational Research, USOE (Cooperative Research Act.)
    Small Contract Program
    Curriculum Improvement and Demonstration Program
    Basic and Applied Research Program
    Development Activities

  - The Economic Opportunity Act of 1964 (PL 88-452)
    Title I - Manpower Needs
    Title III - Community Action Programs

  - Elementary and Secondary Education Act (PL 89-10)
    Title IV - Grants to Educational Associations for Research and Development Programs.

  - The Higher Education Act of 1965 (if approved by Congress).
    Title I - University Extension and Continuing Education.
    Title II - College Library Assistance and Library Training and Research.
    Title III - Strengthening Developing Institutions.

- The Bureau of Junior College Education has particular interest in the solution of the following problems:
  - Promotion and dissemination of junior college research and development
  - Drop-outs
  - Evaluation of instructional program
  - Student characteristics
  - Preparation of instructors
  - Scholastic standards
  - Philosophy and role of the junior college
  - Academic senates
  - Culturally disadvantaged students
  - Library standards

- There are deadline dates for submitting applications for most Federal grants. In submitting applications, the CJCA must take this into consideration. For the 1965-66 year the deadlines for the USOE Cooperative Research Act are September 1, December 1, and March 1. (No deadlines for small contracts or developmental activities.) The Association should be cognizant of the fact that three or four months are required to act on applications.

Role of California Junior College Association in Research and Development

The advice of a representative committee of junior college instructors, trustees, administrators and association officers concerning the role of the CJCA in research and development is shown in Table 9.

TABLE 9 - Advice of Representative Committee on Role of CJCA in Research and Development (Based on 89 per cent response)

Questions Posed	Answers	
	Yes	No
1. Do you believe CJCA should become involved in promoting a program of research and development?	16	0
2. Should CJCA participation in research and development involve:		
a) Encouraging other organizations and institutions to undertake research and development projects?	16	0
b) Sponsoring junior college research and development projects as a regular activity of the Association. (Include as annual budget item)?	10	4
	Doubtful: 2	
c) Seeking grants and employ staff needed to make certain specific studies?	15	1
d) Seeking grants and request other organizations or institutions to make specific studies?	15	1
3. Do you believe the State Department of Education should be requested to make all research and development studies for California junior colleges?	0	16
4. Do you believe all junior college research and development studies should be made by individual colleges?	0	16
5. Who should be responsible for promoting and/or conducting CJCA program of Research and Development?	No. Favoring	
Board of Directors	1	
Committee on Institutional Research[25]	13	
Executive Secretary	1	
Other person or committee	1	

The Committee also made a number of pertinent suggestions. On the basis of the advice received the Director of the Study formulated a basic plan for the participation of CJCA in research and development. This basic plan was approved by the Advisory Committee on May 21, 1965, and by the Board of Directors of the CJCA on May 27, 1965. (See following page for approved plan.)

---

[25] Several suggested Committee be re-named and be subject to sanction of the Board of Directors.

Role of California Junior College Association In Promoting a Program of Research and Development

(A Basic Plan)

Statement of Policy:

1. The rapid growth of California junior colleges and the ever increasing responsibility for them to provide education for a larger portion of the state population, have resulted in creating many new problems and needs as well as magnifying some old and yet unsolved difficulties.
2. It is imperative that the junior colleges of California join in inaugurating and promoting a continuous and vigorous program of research and development (including service) to cope with the present and future problems and needs which confront or will confront them.
3. The CJCA includes as members all the colleges of the state and has a Board of Directors including representatives from instructional staffs, administrative staffs, boards of trustees, regional associations and the State Department of Education. Therefore, the CJCA is the logical agency to sponsor and promote junior college research, service and development.
4. Although research and development should never become the sole purpose for CJCA, this program is of sufficient urgency and importance to be a major objective and warrant firm support (including financial aid) and attention.
5. Research and development should be included as a regular yearly budget item of expenditure.
6. Research and development activities of the Association should be directed toward finding solutions for actual needs; it should be practical in nature, it should have as a primary objective the improvement of junior college education and the strengthening of its program of instruction.

Implementation of Policy:

1. The Board of Directors should appoint a representative state-wide Committee on Research and Development. This committee should include persons qualified in the field and should have continuity and a term of appointment of no less than three years.
2. The Committee on Research and Development should have the primary responsibility to formulate, sponsor, and promote a program of research, service, and development.
3. The program of Research and Development formulated by the Committee should be subject to review and approval of the Board of Directors of the Association.
4. The Association through its Committee should seek to utilize all available resources, talent and avenues to promote a program of research and development.

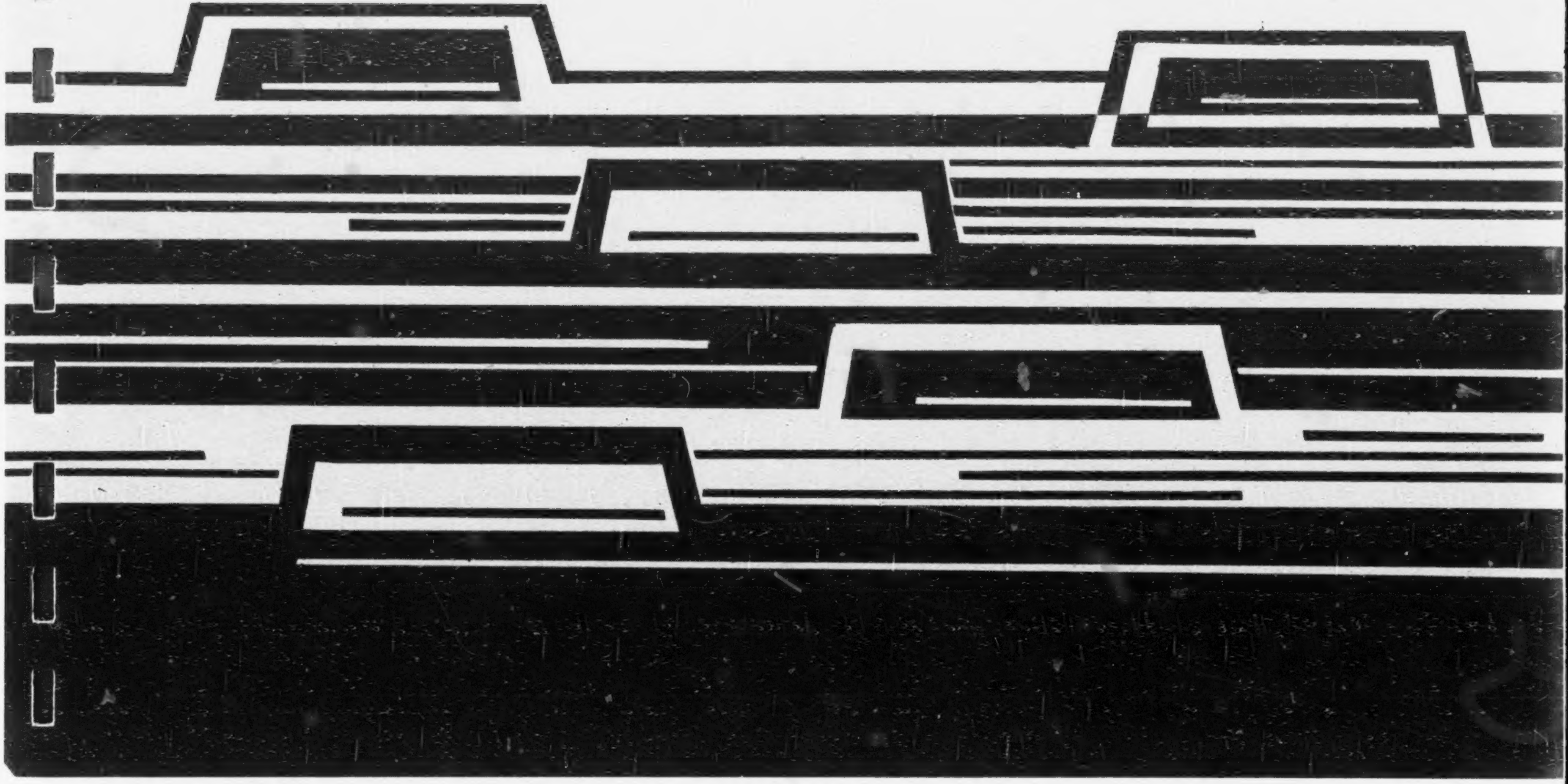
Specific Activities:

1. Stimulate and encourage all junior colleges to sponsor on-going programs of institutional research.
2. Identify critical problems and needs confronting California junior colleges.
3. Solicit and encourage graduate schools and other research institutions to undertake pressing junior college research.
4. Seek financial grants for research projects and employ staff to perform the task, or solicit graduate school or other agency to do the job.
5. Cooperate with State Department of Education and/or other agencies in submitting applications for Federal grants for needed research.

6. Seek ways and means to distribute junior college research findings and information to all junior colleges.
7. Sponsor a program designed to orient and to train institutional research workers.

Chapter IV

RECOMMENDATIONS ●



CHAPTER IV - RECOMMENDATIONS

The findings of this study seem to justify the following recommendations:
1) Implementation of This Study - The next step in establishing an action program for research and development is to implement the findings and recommendations of this study. Therefore, it is recommended that an application be made for a grant to carefully define and outline the most pressing of the critical problems and needs, to prepare applications for financial grants to seek solutions and to negotiage with agencies, foundations, and research centers for funds to proceed.

It is proposed that application for a grant for this proposal be submitted either through the California State Department of Education to the USOE, under the Cooperative Research Act, Small Contract Program, or to the California State Department of Education under NDEA.

2) CJCA Role in Research and Development - The decision of the Board of Directors of the CJCA to assume a major role in supporting and promoting research and development needs the understanding and backing of all colleges, including teaching faculties, trustees and administrators. Therefore, it is proposed that major attention be devoted to this program at the annual Fall meeting of the State Association and that every college be given a copy of this report for analysis and study.

3) Research, A Continuous Process - The decision of the CJCA to assume a leadership role in promoting a program of research is to be commended. However, to be effective, research must be a continuous process. CJCA should look toward establishing research and development as a permanent part of the framework of its organization. It must be recognized that money will have to be spent in order to get money to promote research. A strong program for promoting research and development for California junior colleges will not only improve the educational program for this important segment of higher education, but could also result in financial dividends.

4) Implementing Research Role of CJCA - The role of the CJCA in promoting a program of research and development proposed in the study has been approved by the Board of Directors, a staff member appointed to serve as Director of Research, and a budget allocation made to support the program. It is recommended that the following additional steps br taken to implement this program:

- Officially activate the Committee on Research and Development and consider granting it status on the Board of Directors.
- Request the Committee on Research and Development to propose guidelines for approval of Board of Directors defining responsibilities of the Director of Research and his relationship to the committee.
- Request action by the Committee on Research and Development pertaining to the recommendations of this study and to the specific activities outlined in this report defining the role of CJCA in research. (See page 49.)

5) Role of California State Department of Education in Junior College Research - The Bureau of Junior College Education has a responsibility to provide services needed to improve the educational programs of colleges throughout California. One of these needed services is in the field of research and development. Therefore, it is recommended that the CJCA request the State Department of Education to exhibit leadership in procuring the necessary staff and finances to fulfill their responsibilities in the field of research.

It is recommended also that the CJCA seek to cooperate and to coordinate its research efforts with those of the Bureau of Junior College Education.

6) Clearing Research Problems - One of the most pressing needs for California junior colleges is the dissemination of research and development information (Ranked Number 2). As an expedient measure and until continuous service for distributing research findings can be established, it is recommended that the Research and Development Committee of the CJCA through its Research Director establish a clearing house for current research projects. This would include gathering information regarding research and development projects in progress, maintaining a file of same, and serving as a clearing house to provide information on projects to all colleges.

The State Department of Education (Vocational Education) has an 18 months grant to disseminate research in the field of occupational education. CJCA should coordinate its effort with this project and work toward establishing this program on a continuous basis and for all fields of junior college education.

7) Survey of Prior Research Findings - Prior to undertaking any research project, a thorough survey should be made to determine what pertinent and related research has already been completed. It is recommended that the Research and Development Committee make application for a grant from the Hopkins Donation Fund to make a survey and prepare an annotated bibliography of the research already completed on the pressing issues the Association proposes to investigate in the near future.

8) Order of Attacking Problems - This study attempts to rank in order of importance the Critical Problems and Needs of California Junior Colleges. However, all of the 26 pressing problems and needs are important and crucial to the progress and improvement of junior college education. For this reason, it is recommended that although attention should be given first to seeking solutions for those appearing high on the list, there should be no hesitancy in pursuing a solution for any of the defined problems where it appears that avenues are open to find answers.

9) Sources of Grants - It is proposed that CJCA consider making immediate applications for financial grants to the sources indicated below for finding solutions to the five top ranking critical problems and needs:

Rank	Problem or Need	Proposed Source of Grant
1.	Effectiveness of Instruction	USOE - Cooperative Research Act, Curriculum Improvement and Demonstration Program.
2.	Promotion and Dissemination of Junior College Research and Development	Two institutions have primary interest in this need: 1) UCLA School of Education; 2) State Dept. of Education, Bureau of Junior College Education.

CJCA should pursue submitting joing application with either or both of these institutions for a grant to establish a permanent Research and Development Center for all fields of junior college education under provisions of USOE Cooperative Research Act, the Research and Development Centers Program.[1]

Another possibility for financial support of this program is PL 89-10, Elementary and Secondary Education Act, Grants to Educational Associations for Research and Development Programs, Title IV.

3.	Drop-outs	Cooperate with State Department of Education in submitting applications under 1) NDEA, PL 83-210, Title V, Guidance, Counseling, and Testing; OR 2) Economic Opportunity Act of 1964, PL 88-452, Title III, Community Action Programs.
4.	Evaluation of Instructional Offerings	Rosenberg Foundation
5.	Financial Support	Coordinating Council on Higher Education have budgeted funds for study in this field. CJCA should cooperate in directing the course of this study.

10) Solution of Other Timely Problems - In addition to the five top ranking critical problems there are other pressing issues whose solution is timely because of possible financial aid or because if solutions are not obtained through research, decisions may be arbitrarily made due to existing pressures. Therefore, it is recommended that the CJCA pursue seeking funds to solve the following pressing issues:

Rank	Problem or Need	Proposed Source of Grant
7.	Preparation of Instructors (Referred by California State Legislature for interim study)	Ford Foundation
11.	Occupational Training Needed	Support 18 months study of State Department of Education and apply for grant to establish permanent program. Funds may be procured under the Economic Opportunity Act of 1964 (PL 88-452), Title I, Manpower Needs.

---

1. The California State Department of Education (Vocational Education) have an 18 months grant to perform this service in the field of occupational education. Both Stanford University and UCB have applied for establishing Research and Development Centers. Investigation should be made to determine if the proposed junior college project could be included in activities of these centers.

14.	Governance of Junior Colleges	Three studies will be made of this problem: 1) Coordinating Council on Higher Education has asked UCB, Center for Study of Higher Education to make study; 2) Joint interim committee of Senate and Assembly; 3) State Department of Education. CJCA should cooperate in giving direction to these studies or make an independent study.
19.	Building Vocational Education Program	PL 88-210, George Barden Act, Title III State Department of Education (Vocational Education) has allocated $6,000 to be used for research in technical education.
20.	Academic Senates	Request State Department of Education to appoint staff person in Bureau of Junior College Education to devote full time to solution of this problem, working with faculty, administrators and trustees.

11) Preparation of Instructors - Ranked number 7 in importance, this problem of preparing and recruiting instructors is crucial. There are differences of opinion among educators regarding some of the specifics involved. However, the problem is of major concern to the State Board of Education and to the Legislature, and answers need to be obtained. It is therefore recommended that an application be submitted immediately to the Ford Foundation for a grant to make an objective study of this pressing problem as defined in this study. The Ford Foundation has expressed a particular interest in supporting this type of project.

12) Individual College Participation - Certain problems or needs on the critical list or certain specifics thereof may be of particular interest and concern to individual colleges. It is recommended that CJCA encouragement and support be given to such colleges to apply for grants and pursue such investigations. All these projects should be cleared through the Director of Research of CJCA.

13) Procedures in Submitting Applications for Financial Grants - Prior to submitting any application for a financial grant to a foundation, the State of California, or the Federal Government, the findings of this report should be thoroughly studied and taken into consideration. It is suggested also that the complete reports referred to in the section on Possible Sources for Research and Development Funds in Chapter III of this study be obtained and thoroughly studied.[2]

The following guidelines are proposed for submitting applications for funds to support a research project:

1. Endeavor to match proposed project with known interest of Foundation or provisions of Act.
2. Submit an exploratory letter to determine interest in project.

---

[2] See pages 42-43 of this report.

3. This letter should:
   - Clearly define in brief terms the specific problem or need.
   - Indicate outcomes, benefits or values to be derived from completing project.
   - Indicate clearly how project will be undertaken by competent agency, research center or staff.
   - Request opportunity to personally confer with a designated staff member regarding project.
4. Arrange person-to-person contact with representative of agency to which exploratory letter has been submitted. This conference should involve the following specifics:
   - Sell the proposed project.
   - Discuss specifics for submitting a detailed application for a grant.
   - Ask for suggestions for improving statement of project.
   - Discuss funds needed for project.
5. Submit final application for grant. This should contain specifics and be designed from findings of personal conference. Be brief; be clear; omit educational jargon; emphasize need for project and indicate practical benefits. The proposed problem should have good design and be well defined.

14) Foundation Evaluation of Requests - In submitting applications it is recommended that the factors usually considered by foundations in evaluating requests be carefully considered. These factors reported by Yorke Allen Jr. of Rockefeller Brothers Fund[3] include:

- Judging essential significance of project.
- Does the project have the unqualified support of top management or leadership
- Assessing possible results; can the results of the project be implemented?
- Is the proposed project worth its estimated cost?
- Does the project have the unqualified support of top management or leadership in the field?
- Can the project be "sold" to the foundation executives and trustees?

15) Support of Anticipated Studies and Those Now in Progress - It is recommended that the CJCA make every effort to cooperate with, lend its support to, and make its peculiar needs known with respect to the following anticipated research projects or those now in progress:

- Proposed Study on Governance of Colleges sponsored by the Coordinating Council on Higher Education (To be made by UCB, Center for Study of Higher Education.)
- Studies to be pursued by Stanford University including:
  - . The learning environment in a junior college.
  - . Preparation for college teaching.
  - . The location of junior colleges in urban settings to serve minority groups.
- Nation-wide Restudy of the Junior College under grant from Carnegie Foundation by UCB, Center for Study of Higher Education.
- Studies to be pursued by Stanford University and UCB if applications by them to the USOE to establish Centers for Research and Development in higher education are approved.

---

[3] "Foundations - 20 Viewpoints", Russell Sage Foundation (1965). 95.

- Proposed study on teacher loads submitted by CTA to USOE for financial grant.
- AAJC study of the Role of the Faculty Member in the Two-Year College. This study is to be financed by a grant from the U.S. Steel Foundation, Inc.
- Coordinating Council on Higher Education studies to be made on scholastic standards.
- Coordinating Council on Higher Education study on Adult Education.
- Coordinating Council on Higher Education study on junior college financing.

16) Workshops on Institutional Research - CJCA through its Committee on Research and Development should organize, plan and sponsor one or two workshops on institutional research (if possible, one in Southern California, and one in Northern California) during 1965-66.[4] These workshops should have as primary purposes:

- Training of institutional research workers.
- Consideration of the do's and don'ts of institutional research.
- Ways and means of promoting research within a college in order to secure faculty support.
- The formulation of a practical manual on institutional research.

Funds to help offset the cost of such an action program might be procured from a grant by the W. K. Kellogg Foundation. Consideration should be given to cooperating with the Junior College Leadership Programs in sponsoring these workshops.

It is proposed that applications for special grants be formulated and submitted immediately to the W. K. Kellog Foundation in order that such workshops become a reality in 1965-66.

17) Cooperative Studies With CASSA - It is recommended that CJCA pursue the possibility of cooperating with the California Association of Secondary School Administrators in securing a financial grant or grants for a joint study in one or more of the following fields:

- Defining role of high school and junior college in vocational education.
- Defining role of high school and junior college in adult education.
- Sponsoring action programs involving conferences and/or workshops pertaining to issues concerning high schools and junior colleges of a region.

A possible resource for financial support of such projects is PL 89-10, Elementary and Secondary Education Act, Title IV - Grants to Educational Associations for Research and Development Programs.

18) Common Basis for Data Gathering - Although the gathering of data is a part of the larger problem of promotion and dissemination of research and development, it is essential that initial steps be taken to develop agreement among the various junior colleges to participate in gathering of common data needed for research purposes. It is proposed that the CJCA Committee on Research and Development give this matter immediate attention.

19) Local Junior College Foundations - It is recommended that every junior college district investigate the desirability of establishing a private, non-profit charitable corporation for the benefit of the college, its programs, its faculty and its students. Such foundations may be established under the laws of California. At the present time 14 colleges have one in operation. George B. Toll, instructor at Palomar College, has made a study of the junior college foundations.

---

[4] The state conference on Institutional Research planned for Asilomar in the Spring, 1966, may serve this purpose.

20) Guidance and Counseling - California junior colleges consider guidance and to be a major function. The success of a college in fulfilling its role in meeting the varying needs of a widely differing student population depends upon effective counseling. Several of the 26 critical problems and needs involve guidance and counseling. They include: Drop-outs (Number 3), Student Characteristics (Number 6), Realistic Counseling (Number 7), and Motivating Students (Number 16).

The Bureaus of Pupil Personnel Services and Junior College Education are planning jointly to sponsor a project "to develop and publish a statement on model or desirable programs of student personnel services in junior colleges."[5] It is anticipated that this project will be undertaken during 1965-66 under an NDEA, Title V grant.

It is recommended that CJCA cooperate with the State Department of Education and attempt to involve, if possible some of the crucial issues of guidance and counseling in this study.

21) Follow-Up on Private Foundation Interest - Proposals have been made regarding further contacts with foundations which have shown some interest in the research and development program of California junior colleges.

It is recommended that a follow up contact be made with all foundations which show a favorable response to the communication sent them subsequent to the printing of this report.

It is further proposed that foundations from which no reply was received, be analyzed again and a second contact letter be sent later to those giving evidence of possible interest and support. Those from which no reply is received have failed to declare "no interest" in the program and therefore may possibly need further information prior to making a decision.

---

[5] From communication of Wm H. McCreary, Chief, Bureau of Pupil Personnel Services, State Department of Education.

APPENDIX

Response of 105 Private Foundations to Communication Regarding Interest in California Junior College Research and Development Program.

Returned, moved leaving no forwarding address:

James H. Cannon Foundation
Clune Memorial Trust
Mayers Family Charitable Fund
Murphy Foundation
United Can and Glass Company
  Charitable Foundation

No Interest

Bechtel Foundation
Calmerton Educational Foundation
Campbell (Ina T.) Trust
Carnation Foundation
Fluor Foundation
Haynes Foundation
Kahn Foundation
Lerner Foundation, Inc.
Ralph B. Lloyd Foundation
Scripps Foundation
M. H. Sherman Foundation, Inc.
Swig Foundation
David R. Trattner Foundation
George S. Wilson Estate

Some or Possible Interest (See Page 45)

Hopkins Charitable Fund and Hopkins Donation Fund
W. K. Kellogg Foundation
Rosenberg Foundation

No Reply To-Date (June 26, 1965)

Ahmanson Foundation
3701 Wilshire Boulevard
Los Angeles 5, California

Argonaut Charitable Foundation
1206 Pacific Mutual Building
Los Angeles 14, California

R. C. Baker Foundation
P. O. Box 2274, Terminal Annex
Los Angeles 54, California

Beckman Foundation
2500 Harbor Boulevard
Fullerton, California

Berwell Foundation
5848 Adenmoor Avenue
Lakewood, California

Boswell (James G.) Foundation
610 South Spring Street
Los Angeles 13, California

Bothin Helping Fund
525 Mission Street
San Francisco 5, California

Bradley Foundation
323 Crocker Building
San Francisco 4, California

Braun (Carl F.) Trust
1750 Lombardy Road
Pasadena 5, California

Brody (Francis and Sidney)
Charitable Fund, Inc.
9477 Brighton Way
Beverly Hills, California

Camp (Georgianna) Foundation
P.O. Box 2
Bakersfield, California

Carnegie Corporation
589 - 5th Avenue
New York 17, New York

Casselberry Foundation
852 East Ocean Boulevard
Long Beach 2, California

Christensen Fund
535 Middlefield Road
Palo Alto, California

Christopher (L.J.) Fund
c/o Citizens National Trust
and Savings Bank of Los Angeles
547 South Spring Street
Los Angeles 54, California

Columbia Foundation
1311 Balfour Building
351 California Street
San Francisco 4, California

Cowell (S.H.) Foundation
c/o Max Thelen
111 Sutter Street
San Francisco 4, California

Crown Zellerbach Foundation
343 Sansome Street
San Francisco 19, California

Crummey (Vivian G.) Benevolent Trust
1855 Park Avenue
San Jose, California

Danforth Foundation
835 South 8th Street
St. Louis 2, Missouri

Deutch Foundation
P.O. Box 61188
14800 South Figueroa Street
Los Angeles 61, California

Diller (Richard S.) Foundation
8549 Wilshire Boulevard
Beverly Hills, California

Disney Foundation
500 S. Buena Vista St.
Burbank, California

Edmond F. Ducommun Foundation
460 Avondale Road
San Marino, California

Max Factor Memorial Fund
1655 N. McCadden Place
Hollywood 28, California

David Familian Memorial
906 Loma Linda
Beverly Hills, California

Fibre Board Foundation
475 Brannam Street
San Francisco 19, California

Mortimer Fleishacker Foundation
601 California Street, Room 1915
San Francisco 8, California

FMC Foundation
1105 Coleman Avenue
San Jose 10, California

Friedman Brothers Foundation
P.O. Box 3067 Terminal Annex
801 Commercial Street
Los Angeles 54, California

Fund for Advancement of Education
(Ford Foundation)
477 Madison Avenue
New York 22, New York

Gerbode (W. A.) Foundation
2560 Divisadero Street
San Francisco 15, California

Clorinda Giannini Memorial
Benefit Fund
c/o Bank of America
P.O. Box 3415 Rincon Annex
San Francisco 20, California

Wm. G. Gilmore Foundation
840 Brannan Street
San Francisco 3, California

Samuel and Rena Given Foundation
3855 Santa Fe Avenue
Los Angeles 58, California

Samuel Goldwyn Foundation
1041 North Formosa Avenue
Los Angeles 46, California

O. L. Halsell Foundation
1610 Spurgeon Street
Santa Ana, California

Harbor Plywood Charitable Foundation
P.O. Box 591
Fullerton, California

Harrington Foundation
c/o Citizens Community Trust
and Savings Bank
225 East Colorado Boulevard
Pasadena, California

Hearst Foundation
Hearst Building
San Francisco 3, California

Heller Charitable and Educational
Fund
Room 700
14 Montgomery Street
San Francisco 4, California

Hilton (Conrad N.) Foundation
9990 Santa Monica Boulevard
Beverly Hills, California

Hoffman Foundation
1100 Avondale Road
San Marino, California

Hogg Foundation for Mental Health
c/o University of Texas
Austin 12, Texas

Hollywood Turf Club
Assoc. Charities, Inc.
2503 West Manchester Boulevard
Inglewood, California

Hunt Foods and Industries Foundation
P.O. Box 591
Fullerton, California

Joseph Hunter Foundation
1501 Marlborough Avenue
Riverside, California

James Irvine Foundation
921 Crocker Building
San Francisco, California

Juda (Felix and Helen) Foundation
210 West 7th Street, Room 300
Los Angeles 14, California

Keck Foundation
550 South Flower Street
Los Angeles 17, California

Lakeside Foundation
155 Sansome Street
San Francisco 4, California

Foundation of the Litton Industries
336 North Foothill Road
Beverly Hills, California

Atholl McBean Foundation
225 Bush Street
San Francisco 4, California

McMahan Charitable and Educational
Foundation
945 VanNess Avenue
Fresno 21, California

Edw. D. and Anna Mitchell Foundation
756 South Spring Street
Los Angeles 14, California

Samuel B. Mosher Foundation
1010 Wilshire Boulevard
Los Angeles 17, California

Muller Foundation
4455 Lankershim Boulevard
Suite 502
North Hollywood, California

Nutrilite Foundation
6051 Grand Avenue
Buena Park, California

Paden Trust
P.O. Box 439
Pasadena, California

Press Foundation
P.O. Box 231
Beverly Hills, California

Riverside Cement Foundation
2404 Wilshire Boulevard
Los Angeles 57, California

Ryan Aeronautical Foundation
2701 Harbor Drive
San Diego 12, California

Scan Charities
P.O. Box 68
7776 Ivanhoe Avenue
La Jolla, California

Schwartz Foundation
460 Montgomery Street
San Francisco 4, California

Norton Simon Foundation
1645 West Valencia Drive
Fullerton, California

Skouras Foundation
1009 Wallace Ridge
Beverly Hills, California

Ralph L. and Harriet T. Smith
Foundation
c/o Smith Lumber Company
Anderson, California

Stans Foundation
640 South Spring Street
Los Angeles 14, California

Stauffer Foundation
3243 Wilshire Boulevard
Los Angeles 5, California

Jules and Doris Stein Foundation
3900 Lankershim Boulevard
Universal City, California

Levi Strauss Foundation
98 Battery Street
San Francisco 6, California

Mark Taper Foundation
110 North Doheny Drive
Beverly Hills, California

Title Insurance and Trust
Company Foundation
433 South Spring Street
Los Angeles 54, California

Union Tribune Charities
940 Third Avenue
San Diego 1, California

Virtue Foundation
5701 West Century Boulevard
Los Angeles 46, California

Wm. Volker Foundation
P.O. Box 113
Burlingame, California

Vons Foundation
P.O. Box 3338 Terminal Annex
Los Angeles 54, California

Wallis Foundation
5451 Marathon Street
Hollywood 38, California

Whittier Foundation
1300 West 4th Street
Los Angeles 17, California

Witter Foundation
45 Montgomery Street
San Francisco 4, California

Wollenberg Foundation
111 Sutter Street
Room 900
San Francisco 4, California

Louis and Emma Zalk Foundation
Starcrest, Besant Road,
Meiners Oaks
Ojai, California

Zellerbach Family Fund
One Bush Street
San Francisco 19, California